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ABSTRACT

This curriculum guide is intended to assist business and office occupations teachers in preparing clerical and secretarial students to function in offices whose procedures and equipment are changing rapidly in the face of modern technology. Although the curriculum has been developed primarily for students enrolled in secondary-level vocational programs, some of the units are also suitable for postsecondary and adult classes. The following topics are covered in this volume of the curriculum: career opportunities; typing (machine parts, procedures for typing letters, proofreading, interoffice memos, procedures for entering data on forms, tabulation, business reports, manuscripts); written communications (sentence recognition, capitalization and abbreviations, punctuation, words that are frequently confused, numbers, word division, spelling, subject/predicate agreement, revision, and request letters); and transcription from shorthand notes or transcribing machine (working from machines and from office-style dictation). Each unit contains unit and lesson objectives, competencies addressed in the unit, notes to the instructor, references, and one or more lessons. The individual lessons contain some or all of the following: information sheets, transparency masters, assignment sheets, answers to the assignment sheets, one or more posttests, and posttest key(s). A matrix that cross-references competencies addressed in the curriculum to Dictionary of Occupational Titles job classifications is also included. (MN)

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Secretarial Technology/ Office Technology

Volume I

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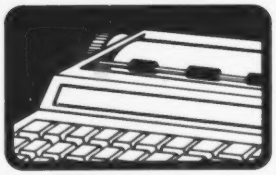
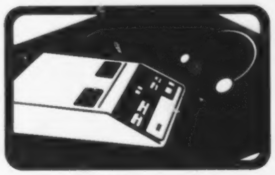
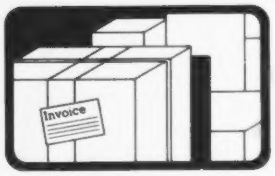
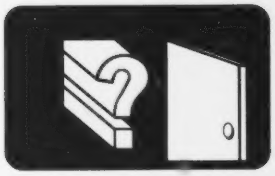
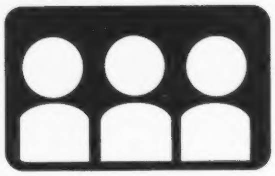


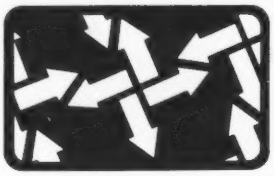


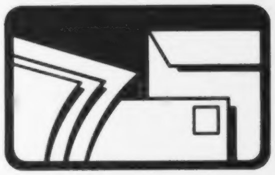


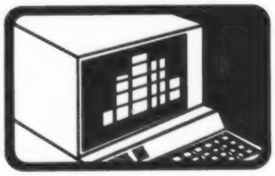


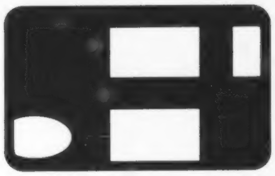


Employment Opport
Profession
Accountant
File Clerk
Bookkeeper
Administrative Assistant
Sales Manager
Information Specialist
Sales Secretary
(2 openings)
Services









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INSTRUCTOR'S GUIDE

SECRETARIAL TECHNOLOGY/OFFICE TECHNOLOGY

Volume I
Units I - IV

Produced by the Instructional Materials Laboratory
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October 1986

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FOREWORD

Because of the many job opportunities available in the business world for properly trained business and office personnel, there is an acute need for updated instructional materials that contain current information about the procedural and equipment changes that are occuring in today's office. This three-volume guide - Secretarial Technology/Office Technology - was developed to meet this need.

The instructional materials are designed for one-, two- or three-period clerical/secretarial secondary course offerings. It was developed primarily for vocational business and office instructors in Missouri's 268 secondary local districts. However, several instructional units in the publication can be used in postsecondary and adult offerings.

The project adhered to the Missouri Vocational Instructional Management System (VIMS) in the development and organization of these instructional materials. The Develop a Curriculum (DACUM) process was used when conducting an occupational analysis for the job of clerical/secretarial to determine the competencies, duties, and tasks for this occupation.

This guide is divided into three volumes. Volume I contains the following units: Exploring Career Opportunities; Typing; Using Written Communication Skills; and Transcribing. Volume II contains the following units: Performing Internal Services; Using Oral Communication Skills; Using Offfice Procedures and Organization Skills; Using Numerical-Clerical Records; and Processing Information. Volume III contains the following units: Job Seeking; Performing Client-Related Services; Increasing Personal Development; Making Decisions and Solving Problems; and Performing Product-to-Client Transactions.

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TO HELP YOU USE THIS GUIDE

COMPETENCY-BASED INSTRUCTION

Business education instructors have used comprehensive student measurement criteria for many years, particularly in those courses that include psychomotor skills such as typewriting, shorthand, and clerical/secretarial offerings. Grades in those courses are based primarily on production ability. Students with the higher rates of production receive the higher grades. And all students are evaluated on established standards rather than on comparisons with the progress made by other students.

Competency-based instruction has become a part of the vocabulary of the educational community. Competencies and criterion-referenced measures have come into widespread use as most states have mandated minimum competency programs. While the use of competence to measure achievement is not new in education, the recent emphasis on accountability has put the spotlight on competency-based instruction.

Any program of minimum competencies should not be so broad that instructors feel that the preparation for the competencies is an overwhelming task or that many students feel it is not possible to achieve the competencies and thus lack the drive to achieve them. A great deal of planning will be required by business educators to assure the relevancy of course content with actual job profiles and consumer needs. New comprehensive recordkeeping systems that will provide more detailed data to parents, students, and businesspersons concerning pupil achievements will also be required as competency-based instructional systems are initiated. Educators are rapidly determining that they must rely upon automated electronic recordkeeping systems if adequate information for effective instruction is to be available.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. There are three basic steps for implementing the system: (1) Identify your occupational program goals; (2) Prepare a job analysis or occupational task list; and (3) Write performance objectives based on the occupational task list. By following these procedures, specific employability skills and work values that should be included in the instructional program are assured. This VIMS process was utilized in the development of this curriculum guide.

Competencies are stated prior to instruction and the student knows what the basis for evaluation will be. Each student is thus held responsible for mastering the competencies. The basis for grading is attainment of competencies rather than measurement against other students. Pupils may elect to complete a full sequence of competencies in an occupational cluster, complete competencies for several specific jobs as described in the Dictionary of Occupational Titles, or a single job classification.

The suggested performance objectives for the various competencies listed in this publication are written to include three components: (1) a condition statement, (2) a performance statement, and (3) standards. Most of the objectives indicate the number of correct answers/items that should be completed in a specified time period. Some of the statements may require a higher degree of accuracy than previously required in a classroom setting, but today's businesspersons need employees who are productive and who prepare highly accurate work. Time in the business world equates cost. Students should be taught that increased production is a key factor in the American business world and unless business institutions can compete in changing economic environments and an international market, they will not survive.

Competency-based instruction lends itself to a satisfactory-unsatisfactory grading system. However, the majority of our school systems require letter grades. Since parents seem reluctant to accept anything less than evaluation based on a grading system, and since employers ask the school to differentiate prospective employees on some type of grading scale, attention must be given to some means of assigning grades.

It is recommended that most of the suggested standards in this publication be accepted as minimum qualification, and as such they should be considered in the grading process as a C letter or average grade. Those students who do not meet the established minimums should be given remedial learning activities to assist them in achieving the stated goals. Students who complete the tasks with greater accuracy and in shorter time periods should be given an A or B letter or above average grade.

Another factor to consider in the grading process is the number of competencies completed by the student. Most instructors in our state are assigned pupils for designated periods of time. Therefore, it may be necessary to establish a contractual agreement with each student about the number of competencies that will be mastered for each grading period. The overall grade should reflect the quality and quantity of work completed.

Competency-based instruction offers several decided advantages over other types of educational systems. As reflected in this publication, it describes the outcomes of programs, uses criterion-referenced measures based on clearly stated objectives, provides a sound basis for communicating with the business community, and enables students to move more rapidly in their instructional program while achieving their career goals.

SECRETARIAL TECHNOLOGY/ OFFICE TECHNOLOGY
Competency/D.O.T. Matrix

	GENERAL CLERK 07.0701	CLERK TYPIST 07.0702	CORRESPONDENCE CLERK 07.0703	GENERAL OFFICE CLERK 07.0705	MAIL ORDER CLERK 07.0706	RECEPTIONIST 07.0707	SHIPPING/RECEIVING STOCK CLERK 07.0708	TRAFFIC RATE AND TRANSPORTATION CLERK 07.0709	SECRETARIAL 07.0601	LEGAL SECRETARIAL 07.0604	MEDICAL SECRETARIAL 07.0605	STENOGRAPHIC 07.0607	WORD PROCESSING 07.0608
A. Exploring Career Opportunities													
1. Analyze business and office careers	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Select a prospective career	x	x	x	x	x	x	x	x	x	x	x	x	x
B. Typing Business Materials													
1. Perform functions such as setting margins, tabs, spacing, and alignment	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Organize and type a business letter	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Type a mailable letter from copy containing proofreader's marks	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Type a memo from proofread copy	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Type business forms	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Organize and type tables	x	x	x	x		x			x	x	x	x	x
7. Organize and type business reports	x	x	x	x		x			x	x	x	x	x
8. Compose and type manuscripts	x	x	x	x		x			x	x	x	x	x
C. Using Written Communication Skills													
1. Use correct sentence structure	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Capitalize and abbreviate words in business letters	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Punctuate sentences using commas, semi-colons, and apostrophes	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Use commonly confused words and terms correctly	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Type numbers in business letters	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Type hyphens and dashes correctly	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Spell words correctly in typed copy	x	x	x	x	x	x	x	x	x	x	x	x	x
8. Choose verbs which agree with given subjects	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Revise sentences into complete and concise statements	x	x	x	x	x	x	x	x	x	x	x	x	x
10. Compose and type request letters	x	x	x	x	x	x	x	x	x	x	x	x	x
D. Transcribing a Business Letter													
1. Type a business letter using a transcribing machine	x	x	x	x		x			x	x	x	x	x
2. Type a business letter from office-style dictation						o			x	x	x	x	o

E. Performing Internal Services	GENERAL CLERK 07.0701	CLERK TYPIST 07.0702	CORRESPONDENCE CLERK 07.0703	GENERAL OFFICE CLERK 07.0705	MAIL ORDER CLERK 07.0706	RECEPTIONIST 07.0707	SHIPPING/RECEIVING STOCK CLERK 07.0708	TRAFFIC RATE AND TRANSPORTATION CLERK 07.0709	SECRETARIAL 07.0601	LEGAL SECRETARIAL 07.0604	MEDICAL SECRETARIAL 07.0605	STENOGRAPHIC 07.0607	WORD PROCESSING 07.0608
1. Sort and prioritize incoming mail	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Examine and route mail to appropriate personnel	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Compose and type letters of response	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Explain the zip code structure and write the two-letter state abbreviations	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Determine the appropriate class for pieces of mail	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Select the appropriate U.S. Postal Service to use for various types of mail	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Type addresses on envelopes	x	x	x	x	x	x	x	x	x	x	x	x	x
8. Prepare and use a computerized mailing list to print envelopes or mailing labels	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Identify filing equipment and supplies	x	x	x	x	x	x	x	x	x	x	x	x	x
10. Index, code, cross-reference, and retrieve records	x	x	x	x	x	x	x	x	x	x	x	x	x
11. File records alphabetically	x	x	x	x	x	x	x	x	x	x	x	x	x
12. File records numerically	x	x	x	x	x	x	x	x	x	x	x	x	x
13. File records alphabetically by subject and geographic area	x	x	x	x	x	x	x	x	x	x	x	x	x
14. Use a computerized filing system to initiate, file, label, and retrieve records	x	x	x	x	x	x	x	x	x	x	x	x	x
15. Describe advantages of fringe benefits	x	x	x	x	x	x	x	x	x	x	x	x	x
16. Transfer information from one record to another	x	x	x	x	x	x	x	x	x	x	x	x	x
17. Describe techniques for proofreading records	x	x	x	x	x	x	x	x	x	x	x	x	x
18. Prepare materials for reproduction	x	x	x	x		x			x	x	x	x	x
F. Using Oral Communication Skills													
1. Use effective communication skills	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Locate telephone numbers for area businesses and services	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Locate telephone area codes	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Make telephone calls to place orders or to obtain information	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Take an order over the telephone	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Take telephone messages	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Make hotel and plane reservations	o			o		x			x	x	x	o	o
8. Direct visitors to appropriate offices	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Describe how to deal with irate customers	x	x	x	x	x	x	x	x	x	x	x	x	x

G. Using Office Procedures and Organizational Skills

	GENERAL CLERK 07.0701	CLERK TYPIST 07.0702	CORRESPONDENCE CLERK 07.0703	GENERAL OFFICE CLERK 07.0705	MAIL ORDER CLERK 07.0706	RECEPTIONIST 07.0707	SHIPPING/RECEIVING STOCK CLERK 07.0708	TRAFFIC RATE AND TRANSPORTATION CLERK 07.0709	SECRETARIAL 07.0601	LEGAL SECRETARIAL 07.0604	MEDICAL SECRETARIAL 07.0605	STENOGRAPHIC 07.0607	WORD PROCESSING 07.0608
1. Identify the uses of types and grades of office supplies	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Select office supplies	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Decide when to use requisitions and purchase orders	x	x	x	x	x	x	x	x	x	x	x	x	x
4. List factors to be considered when ordering supplies	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Stock and organize a supply cabinet	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Clean and organize a desk	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Organize a work station	x	x	x	x	x	x	x	x	x	x	x	x	x
8. List criteria for selecting office equipment	x	o	o	x	o	x	o	o	x	x	x	x	x
9. Prepare a maintenance file for office equipment	x	x	x	x	x	x	x	x	x	x	x	x	x
10. Maintain office equipment records	x	x	x	x	x	x	x	x	x	x	x	x	x
11. Analyze an office layout	o	o	o	o	o	x	o	o	x	x	x	x	x
12. Select and type a requisition for office furniture	o	o	o	o		x			x	x	x	x	x
13. Compare renting, leasing, and purchasing plans for office equipment	o	o	o	o		x			x	x	x	x	x
14. Decide whether to lease or purchase office equipment	o	o	o	o		x			x	x	x	x	x
15. Analyze whether to purchase a maintenance contract	o	o	o	o		x			x	x	x	x	x
16. Compare working for public and private enterprises	x	x	x	x	x	x	x	x	x	x	x	x	x
17. Contrast sole proprietorships, partnerships, and corporations	x	x	x	x	x	x	x	x	x	x	x	x	x
18. List items to be included in an employee's manual and a desk manual	x	x	x	x	x	x	x	x	x	x	x	x	x
19. Diagram line and staff company structures	x	x	x	x	x	x	x	x	x	x	x	x	x
20. Diagram office support structures	x	x	x	x	x	x	x	x	x	x	x	x	x
21. Analyze job descriptions	x	x	x	x	x	x	x	x	x	x	x	x	x

	GENERAL CLERK 07.0701	CLERK TYPIST 07.0702	CORRESPONDENCE CLERK 07.0703	GENERAL OFFICE CLERK 07.0705	MAIL ORDER CLERK 07.0706	RECEPTIONIST 07.0707	SHIPPING/RECEIVING STOCK CLERK 07.0708	TRAFFIC RATE AND TRANSPORTATION CLERK 07.0709	SECRETARIAL 07.0601	LEGAL SECRETARIAL 07.0604	MEDICAL SECRETARIAL 07.0605	STENOGRAPHIC 07.0607	WORD PROCESSING 07.0608
H. Using Numerical-Clerical Records													
1. Operate an electronic calculator using the touch system	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Convert fractions, decimals, and percents to equivalent forms	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Convert mathematical terms such as gross to their numerical equivalents	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Operate an electronic calculator to perform basic mathematical functions	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Complete invoices	x	x	x	x	o	x	x	o	x	x	x	x	x
6. Prepare checks, make deposits, and reconcile bank statements	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Handle petty cash	x	x	x	x	x	x	x	x	x	x	x	x	x
8. Figure payroll	x	x	x	x	x	x	x	x	x	x	x	x	x
I. Processing Information													
1. Identify and describe computer components	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Describe the electronic information cycle	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Describe components of display, linear, and blind word processing equipment	x	x	x	x		x			x	x	x	x	x
4. Compare and evaluate the features of word processing systems	x	x	x	x		x			x	x	x	x	x
5. Produce and revise a document on a word processing system	x	x	x	x		x			x	x	x	x	x
6. Enter and retrieve information with a computerized filing system	x	x	x	x	o	x	o	o	x	x	x	x	x
7. Modify and correct computerized records	x	x	x	x	x	x	x	x	x	x	x	x	x
8. Enter data into a data base	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Access and extract data from a data base	x	x	x	x	x	x	x	x	x	x	x	x	x
10. Design a data base	o		o	o		x			x	x	x	o	x
11. Design and use a spreadsheet	o		o	o		x			x	x	x	o	x

	GENERAL CLERK 07.0701	CLERK TYPIST 07.0702	CORRESPONDENCE CLERK 07.0703	GENERAL OFFICE CLERK 07.0705	MAIL ORDER CLERK 07.0706	RECEPTIONIST 07.0707	SHIPPING/RECEIVING STOCK CLERK 07.0708	TRAFFIC RATE AND TRANSPORTATION CLERK 07.0709	SECRETARIAL 07.0601	LEGAL SECRETARIAL 07.0604	MEDICAL SECRETARIAL 07.0605	STENOGRAPHIC 07.0607	WORD PROCESSING 07.0608
J. Seeking a Job													
1. Locate job sources of occupational information	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Compare public and private employment services	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Research a potential employer	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Complete a job application form	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Compose and type a letter of inquiry	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Compose and type a letter of application	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Make a telephone inquiry about an advertised job	x	x	x	x	x	x	x	x	x	x	x	x	x
8. Compose and type a letter requesting a reference	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Prepare a resume	x	x	x	x	x	x	x	x	x	x	x	x	x
10. Practice interviewing for a job	x	x	x	x	x	x	x	x	x	x	x	x	x
11. Describe employment tests	x	x	x	x	x	x	x	x	x	x	x	x	x
12. Compose and type a follow-up letter	x	x	x	x	x	x	x	x	x	x	x	x	x
K. Performing Client-Related Services													
1. Describe types of service offices	x	x	x	x	x	x	x	x	x	x	x	x	x
2. List skills required in service offices	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Describe requirements for legal typing		o				x			x	x	o	o	x
4. List qualifications for becoming a notary	o	o	o	o		x			x	x	x		
5. Describe procedures for becoming a notary	o	o	o	o		x			x	x	x		
6. Describe responsibilities of a notary	o	o	o	o		x			x	x	x		
7. Type forms used in service offices	x	x	x	x		x			x	x	x	x	x
8. Compose and type a letter to a client	x	x	x	x		x			x	x	x	x	x
9. Type medical and legal documents from longhand copy						o			x	x	x	o	x
10. Type legal or medical letters from oral or machine dictation						x			x	x	x	x	x

	GENERAL CLERK 07.0701	CLERK TYPIST 07.0702	CORRESPONDENCE CLERK 07.0703	GENERAL OFFICE CLERK 07.0705	MAIL ORDER CLERK 07.0706	RECEPTIONIST 07.0707	SHIPPING/RECEIVING STOCK CLERK 07.0708	TRAFFIC RATE AND TRANSPORTATION CLERK 07.0709	SECRETARIAL 07.0601	LEGAL SECRETARIAL 07.0604	MEDICAL SECRETARIAL 07.0605	STENOGRAPHIC 07.0607	WORD PROCESSING 07.0608
L. Increasing Personal Development													
1. Prepare a time schedule for one week of office work	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Describe appropriate office apparel	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Explain issues concerning proper employment behavior	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Identify requirements and working conditions for office careers	x	x	x	x	x	x	x	x	x	x	x	x	x
M. Making Decisions and Solving Problems													
1. Recommend solutions for office problems	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Prepare an agenda for a business meeting		x				x			x	x	x	x	x
3. Make arrangements for out-of-town trips						x			x	x	x		
4. Prepare an itinerary		x				x			x	x	x	x	x
5. List steps for attending to office emergencies	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Compose and type cover letters	x	x	x	x		x			x	x	x	x	x
7. Complete check requests	o			o		x			x	x	x	o	x
8. Type speeches from corrected copy	o	x		o		x			x	x	x	x	x
9. Prepare depositions									x	x	x	x	x
10. Prepare copy for release to the media	x	x	x	x		x			x	x	x	x	x
11. Prepare financial tables		x				x			x	x	x	x	x
12. Prepare an interoffice memorandum	x	x	x	x	x	x	x	x	x	x	x	x	x
N. Performing Product-to-Client Transactions													
1. Describe the sequence of product-to-client transactions	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Complete transaction forms such as invoices, statements, and credit memoranda	x	x	x	x		x			x	x	x	x	x
3. Identify types of discounts	x	x	x	x		x	x	x	x	x	x	x	x
4. Identify types of carriers	o	o	o	o	x	x	x	x	x	x	x	o	x
5. Compare perpetual and periodic inventory systems	x	x	x	x	x	x	x	x	x	x	x	x	x

Key: x = Needed o = Optional Blank Space = Not Needed

Unit I - Career Opportunities

UNIT OBJECTIVES

Following completion of this unit, the student will be able to identify and describe the key elements of several business and office occupations as a basis for selecting a potential career.

LESSON OBJECTIVE

Given a list of business and office occupations, the student will select 3 prospective jobs and give the description, entry level qualifications, and preparatory courses needed for each with 80 percent accuracy within 60 minutes.

COMPETENCIES

1. Analyze business and office careers
2. Select a prospective career

NOTES TO THE INSTRUCTOR

1. This Career Opportunities Unit is intended to provide a structure within which students will learn to analyze careers.
2. Assignment Sheet 1 will help the instructor determine the amount of accurate office career information the students already have. Sample career profiles are provided.
3. The career selected for study in Assignment Sheet 2 should be one in which the student is sincerely interested.
4. This career study can then provide a foundation for instructor/student interaction and counseling and may also be referred to in Unit XII--Personal Development (Lesson 4--Goal Setting).

REFERENCES

I. Books and Pamphlets

A. Dictionary of Occupational Titles. U.S. Department of Labor, Employment and Training Administration, 4th edition, U.S. Government Printing Office, 1977.

B. Encyclopedia of Careers and Vocational Guidance. William E. Hopke, ed., 6th edition. New York: Doubleday, 1984.

C. Exploring Careers. U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, 1979.

D. Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, 1979.

E. Ristau, Robert A. and Baggett, Harry. Business Careers. Cincinnati: South-Western Publishing Co., 1984.

F. Schooley, Shirley A. Secretarial and Office Careers. Cincinnati: South-Western Publishing Co., 1984.

G. Shingleton, John and Bao, Robert. College to Career. New York: McGraw-Hill Book Company, 1977.

H. Zima, Joseph P. Interviewing: Key to Effective Management. Chicago: Science Research Associates, 1983.

II. Software*

*Software descriptions have been taken directly from the publishers and/or vendors.

A. Career Exploration. The Boss: Business and Office Microcomputer Job Simulator Series, 1983. For: Apple II; IIe; TRS-80 III.

"The Boss" is a series of hands-on simulations of eleven careers of the 80's. "Career Exploration" is a computer literacy course which gives instructions for the use of the other programs in the series. It is recommended that this program be used before any of the others in the series. This program is free when you order six or more of the others. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

B. Data Preparation--Entry Clerk. The Boss: Business and Office Microcomputer Job Simulator Series, 1983. For: Apple II; IIe; TRS-80 III.

One of eleven in "The Boss" series, the Data Preparation--Entry Clerk program develops keypad entry skills. Job tasks simulated include: entry and verification of clerk data, credit card vouchers, insurance invoices, and utility payment cards. Simulates a typical computer terminal with input feedback and error messages. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

C. File Clerk. The Boss: Business and Office Microcomputer Job Simulator Series, 1983. For TRS-80 III.

One of eleven in "The Boss" series, the File Clerk program introduces students to work tasks of a file clerk, using the computer as an electronic indexing system. Students organize files alphabetically, numerically, and according to the Dewey Decimal System. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

D. General Secretary. The Boss: Business and Office Microcomputer Job Simulator Series, 1983. For: Apple II; IIe; TRS-80 III.

One of eleven in "The Boss" series, the General Secretary program serves as a simulator, generating situations including: reception of visitors, response to telephone calls, and entering of documents dictated from an audiocassette and transcribed in shorthand or script. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

E. Microview. For: Apple IIe; II+.

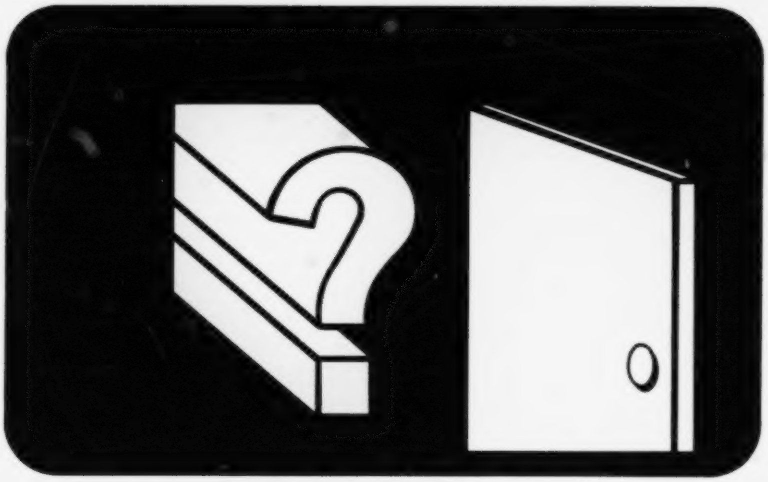
This package contains the information on careers that is provided in the MOVIEW career series provided by the Missouri Department of Education. The career information is grouped in clusters of related occupations. After inputing information about interests, abilities, likes, etc., the student obtains a printout of occupations that match his/her criteria. Detailed information about any given occupational title can also be obtained. Available from the Missouri Department of Education, Jefferson City, MO 65102.

F. Receptionist. The Boss: Business and Office Microcomputer Job Simulator Series, 1983. For Apple II; IIe; TRS-80 III.

One of eleven in "The Boss" series, the Receptionist program generates situations including: receiving and directing visitors, receiving phone calls, responding to a call from a dissatisfied customer, placing a call for an executive, arranging a conference appointment, and sorting and routing incoming mail. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

G. The Values Auction, 1983. For: Apple II; II+; IIe; TRS-80 III.

This microcomputer game is designed to introduce the importance of exploring major reward systems in various work environments. The student bets against the computer for one of nine major work values. The gaming approach teaches the student that people work for many different reasons and that effective planning can help to accumulate and wisely use work rewards. Available from American Micro Media, P.O. Box 306, Red Hook, NY 12571.



Exploring Career Opportunities

Unit I - Career Opportunities

LESSON OBJECTIVE

Given a list of business and office occupations, the student will select 3 prospective jobs and give the description, entry level qualifications, and preparatory courses needed for each with 80 percent accuracy within 60 minutes.

SUGGESTED ACTIVITIES

I. Instructor

   A. Prepare transparency.

   B. Provide objectives and information sheet for students.

   C. Discuss information sheet.

   D. Assign Assignment Sheet.

   E. Give posttest.

II. Student

   A. Read and discuss objective and information sheets.

   B. Complete Assignment Sheets.

   C. Take posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Transparency Master

   A. TM 1: A Career Is....

IV. Assignment Sheets and Answers

   A. AS 1: Sample Careers
   B. AS 2: Your Career

V. Posttest and Key

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INFORMATION SHEET

I. Elements of a Career

Any job may be broken into identifiable task elements which are common requirements for people who perform the job. When committing oneself to a type of employment, the person should consider each of these components:

A. Duties and percentage of total work time devoted to each specific duty

B. Expected performance standard

C. Working conditions

  1. Environmental restrictions

  2. Potential hazards

D. Equipment used

E. Prerequisite skills/education/physical requirements

F. Potential salary range

G. Future

  1. Growth/advancement potential

  2. Stability of position

II. Sources of Information

The broader the career study, the better prepared a person will be to make the selection/rejection decision. Potential sources of career information include:

A. People currently employed in the career

B. Reference materials contained in the public library

  1. _Dictionary of Occupational Titles_

  2. _Encyclopedia of Careers_

C. Private employment agencies

D. Missouri Division of Employment Security

    1. Salary potential for specific geographic areas
    2. Available jobs
    3. Job outlook

E. School officials

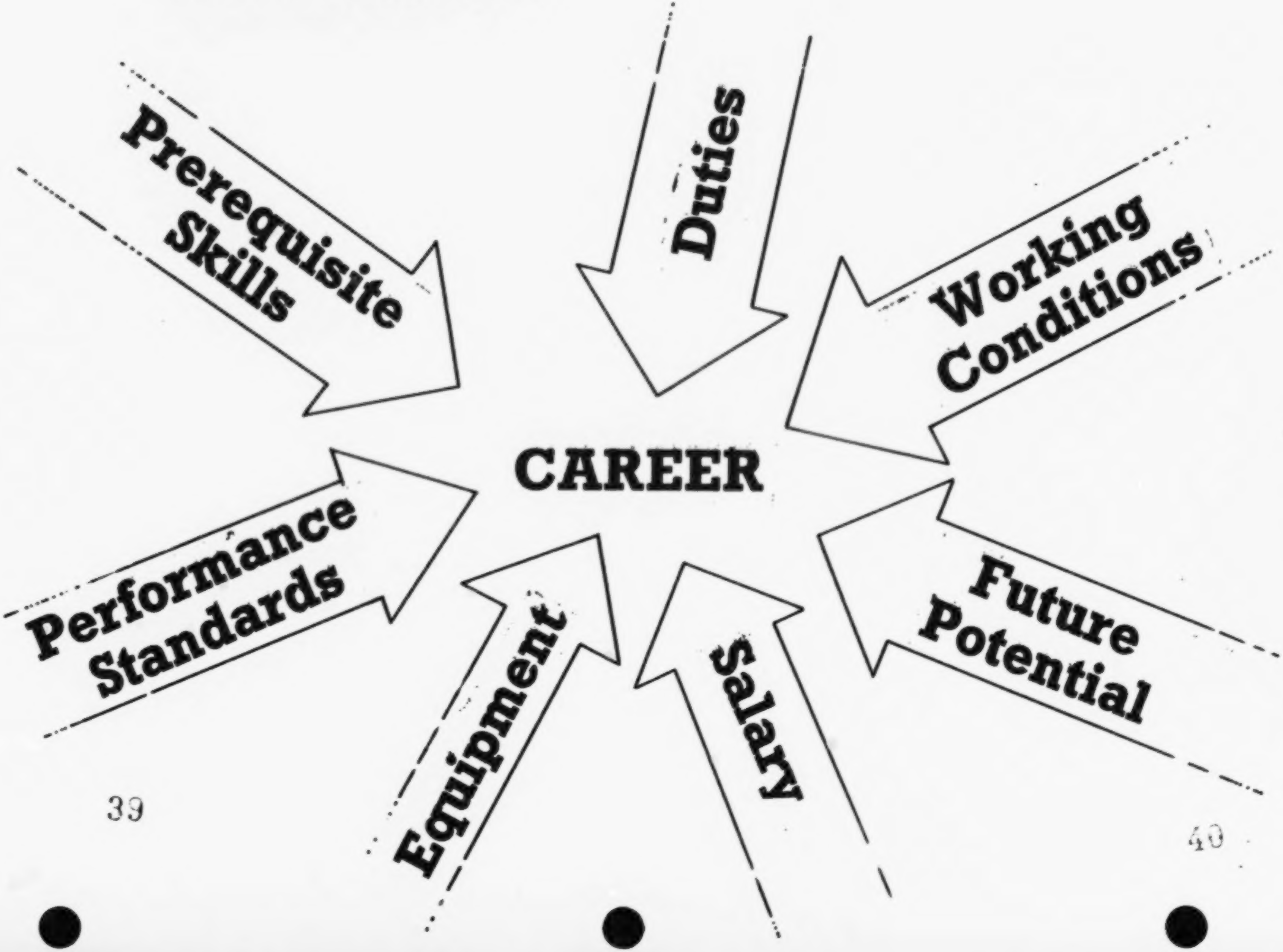
    1. Your instructor
    2. School placement counselor

F. News media

G. Miscellaneous, including personal experience

TM 1

A Career Is...



Prerequisite Skills

Duties

Working Conditions

CAREER

Performance Standards

Equipment

Salary

Future Potential

Unit I - Career Opportunities

ASSIGNMENT SHEET 1: Sample Careers

Directions: Complete this chart based on the following job descriptions.

Career/ Duties	Educational Qualifications For Employment	Working Conditions	Personal Qualifications For Employment	Potential Salary	Future
Accounting Data Entry Clerk					
Administrative Assistant					
Administrative Clerk					
Airline Reservations Clerk					
Audit Clerk					
Bookkeeper					
Cashier					
Computer-Peripheral-Equipment Operator					
Credit Card Control Clerk					
File Clerk					
General Office Secretary					
Hotel/Motel Clerk					

AS 1 (cont.)

Career/ Duties	Educational Qualifications For Employment	Working Conditions	Personal Qualifications For Employment	Potential Salary	Future
Information Processing Specialist					
Insurance Clerk					
Legal Secretary					
Mail and Messenger Clerk					
Medical Secretary					
Medical-Records Clerk					
Office Manager					
Payroll Clerk					
Personnel Manager					
Receptionist					
Stock Supervisor					
Teller					

D.O.T. 216.382-010

ACCOUNTING DATA ENTRY CLERK

JOB DESCRIPTION

The accounting clerk's duties vary widely. A great many firms require their accounting clerks to perform paraprofessional duties supporting the accountant in organizing, designing, and controlling financial data. Most accounting clerks perform the following duties: compile financial and business transaction data from vouchers, invoices, and other source documents to prepare computer input forms and verify information on printouts; review all source documents for accuracy, post items in proper accounts; prepare input forms to reconcile errors; batch documents after processing; operate a computer, calculator, and other office machines; balance accounts and identify delinquent accounts for further action.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with basic office skills and a more intensive study of bookkeeping, data processing, and accounting procedures is necessary. Postsecondary training is usually required and some positions may require an associate degree. Persons with less than an associate degree enter the job with less responsibility and require a longer period of on-the-job training before assuming greater responsibilities.

QUALIFICATIONS

Personal attributes such as accuracy, attention to detail, manual and finger dexterity, good clerical perception, and the ability to communicate effectively with superiors and fellow workers are necessary. A preference for activities of a routine, concrete, concise nature involving contact with people is also important. The aptitude to learn and apply bookkeeping, data processing, and accounting procedures is critical.

D.O.T. listing not available.

ADMINISTRATIVE ASSISTANT

JOB DESCRIPTION

An administrative assistant usually serves as an assistant to executives and handles non-clerical duties such as research, drafting and writing reports and speeches, attends meetings in place of the executive, and dictates correspondence. He/she must be able to proofread, spell, develop correspondence, greet people, and answer the telephone. Often the administrative assistant oversees the total operation of the executive offices.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school and in some instances a college degree is necessary for employment. Employees usually start at lower level jobs and advance to the administrative level.

QUALIFICATIONS

The following job skills are important: ability to organize and delegate work, good English and composition skills, must exhibit better than average human relations skills and keyboard 55-60 words a minute.

D.O.T. 219.362-010

ADMINISTRATIVE CLERK

JOB DESCRIPTION

The administrative office clerk performs the following clerical tasks: writes or types bills, statements, receipts, checks or other documents; copies information from one document to another; proofreads; counts; weighs and measures; sorts and files records; and receives money records and deposits. He/she may expect to address envelopes and packages, answer the telephone, convey messages, and run errands. The frequency with which the keyboard is used varies greatly from one office to another, but most workers in this classification will be expected to perform many keyboarding and copying tasks.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school with some specialized occupational training and basic clerical skills is necessary. Such training should be equal to that found in the secondary office education program. Most employers will employ workers with no previous experience to fill administrative clerk positions. It is not unusual for a person serving as a shipping or receiving clerk, data-entry clerk, or some other related job to move into this position from within the organization.

QUALIFICATIONS

The following aptitudes and traits are important: good finger, eye, and hand coordination and finger dexterity; preference for activities involving contact with other people of a non-social nature and of a routine concrete nature; attentiveness to detail to avoid errors; adaptability to repetitious work; good form perception; and willingness to work under the direction of others.

D.O.T. 238.367.018

AIRLINE RESERVATIONS AGENT

JOB DESCRIPTION

The airline reservations agent performs the following duties: arranges reservations for passengers; keyboards flight number on computer reservation system; scans computer screen to determine available space on flights; notifies customer or ticket agent about changes in flight plan; cancels and confirms reservations; and provides information about flight rates to customers.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are the minimum requirements for entry-level employment. Such training should be equal to that found in secondary business education programs.

QUALIFICATIONS

The following aptitudes and traits are important: attentiveness to detail to avoid errors; good telephone techniques; poise and tact; and a mastery of general clerical skills.

D.O.T. 210.382.010

AUDIT CLERK

JOB DESCRIPTION

An audit clerk performs the following duties: verifies accuracy of figures pertaining to transactions of business that are recorded by other workers; examines expense accounts, sales tickets, cash receipts, interest and account payments, bank records, inventory and stock-record sheets; corrects errors or lists discrepancies; uses computer or calculators to compute percentages and totals; and prepares reports to be released to company officials for publication.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with basic office skills and intensive study of bookkeeping and accounting procedures is necessary. In most cases, some postsecondary education is desirable.

QUALIFICATIONS

The following aptitudes and traits are important: competencies in math; preference for routine detailed work; clerical perception; and an understanding of systematic, numerical recordkeeping and data-gathering processes is necessary.

D.O.T. 210.382-014

BOOKKEEPER

JOB DESCRIPTION

A bookkeeper performs the following duties using a manual or computerized system: keeps records of financial transactions for a company; enters transactions in account and cash journals; uses calculators and automated equipment to transfer data to general ledger; balances books and prepares statistical reports such as cash receipts and expenditures, accounts payable and receivable, profit and loss or other accounts related to the business; calculates wages and determines withholdings from employees' paychecks; prepares social security and other tax reports; and types and mails monthly statements to customers.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with basic office skills and a basic knowledge of bookkeeping and accounting procedures is necessary. Also, a period of on-the-job training is usually required for the position.

QUALIFICATIONS

Personal aptitudes such as competency in arithmetic and computations, computers, and a preference for detailed work of a routine concrete nature are necessary. Good form and clerical perception are also essential. The ability to acquire an understanding of systematic, numerical, recordkeeping and data-gathering processes is necessary.

D.O.T. 211.362-010

CASHIER

JOB DESCRIPTION

A cashier performs the following duties: receives funds from customers and employees; disburses funds; records monetary transactions incidental to conduct of business; receives incoming cash and checks from customers, employees, or by mail; counts money to verify amounts and issues receipts for funds received; issues change and cashes checks; compares totals on cash register with amount of currency in registers to verify balances; endorses checks and lists and totals cash and checks for bank deposits; prepares bank deposit slips; withdraws cash from bank accounts and keeps custody of cash fund; disburses cash and writes vouchers and checks in payment of company expenditures; posts data to accounts; balances receipts, disbursements, and bank reconciliation reports; operates office machines such as the microcomputer, typewriter, calculator, and check-writer machine.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school with some training in bookkeeping and other basic clerical skills is needed. On-the-job training is usually provided under an experienced worker. Postsecondary training is desirable but not always required.

QUALIFICATIONS

The following aptitudes and traits are important: a combination of ability to learn and apply bookkeeping procedures; accuracy, rapidity, attention to detail in money exchanges; manual and finger dexterity; tact; courtesy; honesty; and a preference for contact with people in a routine, exact nature.

D.O.T. 213.382-010

COMPUTER-PERIPHERAL-EQUIPMENT OPERATOR

JOB DESCRIPTION

The computer-peripheral-equipment operator performs the following duties: transfers data from one form to another; operates machines according to written or oral instructions; mounts and positions materials into reader, sorter, and optical scanner; selects specified control panels or panels according to diagrams and inserts them into machines; checks materials for creases, tears or printing defects and watches machine and error lights to detect machine malfunction; removes faulty materials and notifies supervisor to stop machine; separates and sorts printed output forms and prepares them for distribution; starts off-line machines; and unloads and labels card or tape input and output and places them in storage or routes them to a library.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with special training in data processing. Such training should be equal to that found in a secondary or postsecondary data processing program. On-the-job experience is often provided in a clerical capacity to become familiar with company operations, work-flow standards, and terminology. Training for operation of a specific computer is usually provided by the employer or manufacturer.

QUALIFICATIONS

The following aptitudes and traits are important: verbal ability to comprehend technical language of operating instructions and equipment manuals; numerical ability to prepare operating records, time computer runs, and adhere to fixed operating schedule.

D.O.T. 249.367-026

CREDIT CARD CONTROL CLERK

JOB DESCRIPTION

The credit card control clerk performs the following duties: compiles information to control issuance or removal of bank credit cards; receives shipment of plastic credit card blanks and verifies totals received against invoices; assigns number to blank cards; receives new or reissued printed cards; compares data on cards with data on application files to detect errors; receives returned cards and customers' reasons for return; receives blocking notification from bank officials and places designated cards in hold file; releases blocked cards upon authorization from bank officials; destroys expired, mutilated, or incorrect cards in presence of witnesses; verifies customers' account balances to expedite issuance or renewal of cards; and maintains file and control records on all credit cards.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are the minimum requirements for entry-level employment. Such training should be equal to that found in secondary business and office education programs. Because of the very technical nature of this job, experience is required and a demonstrated proficiency in clerical skills is necessary.

QUALIFICATIONS

The following aptitudes and traits are important: attentiveness to detail to avoid error; adaptability to repetitious work; ability to work with others; empathy with people and the ability to work with people; poise; tact; keyboarding skills and a mastery of general clerical skills.

D.O.T. 206.362-010

FILE CLERK

JOB DESCRIPTION

A file clerk performs the following duties using a manual or computerized system: files correspondence, cards, invoices, receipts, and other records in alphabetical, numerical, geographic, or subject matter order; reads incoming material and sorts according to a file system; places material in proper storage; locates and retrieves information from files when requested, keeps records of material if removed from file; makes appropriate notation when material is received; traces missing files, keyboards proper indexing information, and enters data on records.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with specialized training in elementary filing skills is necessary. Employment tests are sometimes required. No previous experience is usually required.

QUALIFICATIONS

The following aptitudes and traits are important: average ability to understand word meanings and ideas associated with them; ability to make visual comparisons and discriminations; ability to perceive detail in verbal or tabular material; ability to operate filing software on a microcomputer; and a preference for activities involving business contact with people of a routine, exact nature.

D.O.T. 201.362-030

GENERAL OFFICE SECRETARY

JOB DESCRIPTION

A general secretary finds employment in all types and sizes of businesses. The general secretary performs all or many of the following duties: takes dictation, using manual or machine shorthand; types correspondence, memoranda, reports, and other business documents; transcribes notes into final or draft form; types copy from corrected or handwritten notes; composes correspondence of a routine nature for employer; schedules appointments; greets and screens visitors; answers telephone and places local and long distance calls; files and retrieves records and correspondence; performs clerical duties and often acts as receptionist.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are the minimum requirements for entry-level employment. Some positions require additional postsecondary training. Although many positions require previous experience, some do not.

QUALIFICATIONS

Personal attributes such as a pleasing personality, mature behavior, poise, tact, and flexibility are critical. Mastery of secretarial/clerical skills, accurate and orderly work performance, and a high degree of fluency in correct English rank high in importance for success. Of equal importance is an understanding of business, office administration, and personnel practices.

D.O.T. 238.362-010

HOTEL/MOTEL CLERK

JOB DESCRIPTION

The hotel/motel clerk performs the following duties: keeps records of room availability and guests' accounts; makes and confirms reservations; registers and assigns rooms to guests; issues room keys; dates, stamps, sorts, and racks incoming mail; transmits, receives, and delivers messages; computes bills and collects payment; answers inquiries about hotel services, shopping, entertainment, dining and registration; operates business machines; answers the telephone; arranges for tours; posts charges for room, food, liquor; deposits guests' valuables in hotel safe; and orders complimentary items for honeymoon couples or special guests.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are the minimum requirements for entry-level employment. Such training should be equal to that found in secondary business and office education programs.

QUALIFICATIONS

The following aptitudes and traits are important: attentiveness to detail to avoid error, ability to greet people; poise and tact; and a mastery of general clerical skills.

D.O.T. listing not available

INFORMATION PROCESSING SPECIALIST

JOB DESCRIPTION

The information processing specialist helps maintain the rapid flow of written communication by keyboarding from handwritten, printed, or recorded words. He/she also keyboards headings on form letters; copies directly from handwritten drafts; addresses envelopes; files; operates copiers, transcribing machines, calculators and other office machines; works with technical materials; plans and prepares statistical tables; combines and rearranges materials from different sources; prepares master copies to be reproduced; proofreads and edits text; retrieves information from electronic devices as requested by executives; works with administrative manager and systems analyst in developing an appropriate information system to meet the needs of a particular group.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with demonstrated ability in office skills are prerequisites for employment. Many positions require demonstrated proficiency in typing and machine transcription through employment tests. In some instances, this is considered an entry-level position and an individual can advance to a level of secretary or executive secretary.

QUALIFICATIONS

Personal attributes such as a pleasing personality, ability to work with others, patience and perseverance are essential. Individuals should be neat, attentive to detail with ability to concentrate amid distractions. They must be able to interpret instructions well, format documents according to specifications and proofread work. A patient and cooperative attitude and a willingness to learn are essential. Also, a keyboarding speed of 55-60 wpm is minimum for employment.

D.O.T. 219.362-034

INSURANCE CLERK

JOB DESCRIPTION

An insurance clerk performs the following duties: composes and types letters to insurance companies verifying items in a policy; answers cutomers' questions regarding premiums, due dates, cash values, etc.; determines cash value policies, reviews policies to insure the bank's interests are guaranteed; prepares demand secured notes, routes loan documents through proper channels when a loan is approved; liquidates loans upon death of customers; files claims against insurance companies; notifies customers of expiration date of policies; verifies cash values and premium due dates of policies; and prepares demand notes showing name of customer, date, amount of loan, collateral interest and daily accural.

ENTRANCE AND AVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are the minimum requirements for entry level employment. Such training should be equal to that found in secondary business and office education programs.

QUALIFICATIONS

The following aptitudes and traits are important: attentiveness to detail, good telephone techniques, and mastery of general clerical skills.

D.O.T. 201.362-010

LEGAL SECRETARY

JOB DESCRIPTION

The legal secretary's work varies, depending upon the size of the office. Generally the legal secretary performs all or many of these duties: uses manual or machine shorthand to take dictation consisting of legal or business terminology and ordinary conversation from attorneys, clients, and witnesses, and of memoranda, correspondence, opinions, testimony, trial notes, and data for completing legal forms; transcribes dictation from notes or transcribing machines into final or draft forms; keyboards copy from corrected drafts or handwritten notes; copies materials; completes a wide variety of legal forms; helps to prepare briefs, drafts of pleadings and legal forms needed by clients, and other documents needed in court; makes and receives payments, sends out statements; handles bank transactions, and may keep books of accounts; receives, sorts, and routes incoming mail; greets, interviews and directs visitors; answers telephone; arranges interviews and appointments for employer; maintains files and docket register; obtains source materials and collects other data from office or law library; takes care of employer incidentals and attends special meetings.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are prerequisites for employment. Additional training in a postsecondary school is highly desirable. Secretarial experience may be required for an entry position, and on-the-job training is necessary for maximum efficiency because of the specialized nature of the position. Many secretaries advance into this position by combining further education beyond high school with their work experience.

QUALIFICATIONS

Personal attributes such as a pleasing personality, mature behavior, poise, tact, and flexibility are critical. The mastery of secretarial/clerical skills, accurate and orderly work performance, attentiveness to detail work to avoid errors and a high degree of fluency in correct English rank high in importance for success. Of equal importance is a knowledge and understanding of legal forms and terms, business office administration, and personnel policies.

D.O.T. 209.587-026

MAIL AND MESSENGER CLERK

JOB DESCRIPTION

The mail and messenger clerk performs the following duties; opens, sorts, and routes incoming mail to various departments in the company; prepares outgoing mail, determines amount of postage for outgoing mail; stamps date and time of receipt on incoming mail; readdresses undeliverable mail; distributes and collects mail; may address mail using addressing machine; and may fold letters or other materials and insert into envelopes. Often the mail clerk in an organization also takes, delivers or routes messages to employers.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school with some specialized occupational training and basic clerical skills is necessary. Such training should be equal to that found in the secondary business and office education program. Most employers will employ workers with no previous experience to fill mail clerk positions. Many large corporations urge young trainees to begin work in the mail department and advance to more responsible positions within the company.

QUALIFICATIONS

The following aptitudes and traits are important: pleasing personality; ability to handle routine, repetitive, and uninvolved tasks; attentiveness to detail; and mastery of postage and mailing procedures.

D.O.T. 201.362-014

MEDICAL SECRETARY

JOB DESCRIPTION

The medical secretary performs many of the same tasks as those performed by a general secretary and/or general office clerk. Much of the work, however, is of a specialized nature. The nature and scope of the duties vary, depending on the size of the office. Generally the medical secretary performs all or many of the following duties: prepares medical charts and reports for the doctor or clinical personnel; prepares and sends bills to patients and records appointments; handles routine correspondence; prepares in-patient and out-patient forms; and records case histories from a transcribing machine or hand-written notes.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are prerequisites for employment. Additional training in a post-secondary school is highly desirable. Secretarial experience may be required for an entry position, and on-the-job training is necessary for maximum efficiency because of the specialized nature of the position. Many secretaries advance into this position by combining further education beyond high school with their work experience.

QUALIFICATIONS

Personal attributes such as a pleasing personality, mature behavior, poise, tact, and flexibility are critical. Mastery of secretarial/clerical skills, accurate and orderly work performance, and a high degree of fluency in correct English rank high in importance for success. In addition, empathy for people and the ability to work with people are important.

D.O.T. listing not available

MEDICAL-RECORDS CLERK

JOB DESCRIPTION

Many hospitals and clinics require the services of a medical records clerk to compile, verify, and file medical records of patients for use in reports and surveys. The clerk prepares folders and maintains records of newly admitted patients; assembles patient records into standard order; assembles patient and emergency room records; routes incomplete records to appropriate personnel for completion; compiles statistical data, such as admissions, discharges, deaths, births, and types of treatment; records diagnosis and treatment for use in billing forms; and keeps a list of discharged patients to insure receipt of all current records.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent and demonstrated ability in office skills are prerequisite for employment. In some instances, a course in medical terminology is required for entry-level employment.

QUALIFICATIONS

Personal attributes such as a pleasing personality, mature behavior, poise, tact, and confidentiality are critical. Mastery of secretarial/clerical skills, accuracy, and orderly work performance are important to achieving success in this area. In addition, empathy for people and the ability to work with people are important.

D.O.T. 169.167-034

OFFICE MANAGER

JOB DESCRIPTION

The office manager performs the following duties: supervises and coordinates activities of personnel in clerical functions of the office; organizes office operations such as typing, bookkeeping, preparation of payrolls, and other clerical services; maintains flow of work by evaluation and revision of procedures; directs clerical personnel and department operations to prepare and retain records, files, and reports; standardizes procedures; initiates policy and procedures changes; plans office layouts; requisitions supplies and equipment; initiates cost reduction programs; reviews records for completeness, accuracy and timeliness; prepares activities report for management and assists in preparation of budget; coordinates clerical activities with activities of other departments; and performs related duties as necessary or as directed.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school is necessary. Office managers are often promoted to the position from within the organization. A postsecondary education in the business and office skills as well as personnel and office procedures will assist and increase the likelihood of promotion to this job title. Some employers prefer and require a person with a college degree.

QUALIFICATIONS

The following aptitudes and traits are important: good verbal and numerical understanding; clerical perception; motor coordination; good finger and hand dexterity; preference for activities resulting in prestige or esteem for others; activities involving contact with other people; even temperament; tact; poise; good judgment; ability to communicate ideas, receive and issue instructions.

D.O.T. 215.482-010

PAYROLL CLERK

JOB DESCRIPTION

A payroll clerk computes wage information for payroll records by using a calculator or computer. Earnings from timesheets are computed and deductions for such items as income tax withholdings, social security payments, union dues, insurance, credit union payments and bond purchases are made. The clerk may also compute wages for employees who are working on commission, piecework system or bonus pay. In addition these duties may be performed by the payroll clerk: enter net wages on earnings record card; inspect check stubs and payroll sheets; keep records of sick leave pay and non-taxable wages; prepare and distribute pay envelopes; and prepare time record.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with demonstrated proficiency in bookkeeping is necessary for employment as a payroll clerk. In some instances, a college degree is required if working in a large corporation. Payroll clerk could be classified as an entry level position and advancement could be made to bookkeeper, tax accountant or audit clerk.

QUALIFICATIONS

The following attributes and abilities are necessary to be successful as a payroll clerk: accuracy and attention to detail; proficiency in computations; preference for clerical work of a routine nature; operation of office machines; good keyboarding skills; knowledge of computer operations; and the capacity to acquire an understanding of systematic, numerical recordkeeping is essential.

D.O.T. 166.117-018

PERSONNEL MANAGER

JOB DESCRIPTION

The personnel manager performs the following duties: plans and carries out policies relating to all phases of personnel activities; organizes recruitment, selection, and training procedures; directs activities of subordinates; confers with company and union officials to establish pensions, insurance plans, workmen's compensation policies, and similar functions; establishes social, recreational and educational activities; studies personnel records for information, such as educational background, work record, and supervisor's reports to determine personnel suitability for promotions and transfers; may represent company in negotiating wage agreements with labor representatives and act as liaison between management and labor within organization.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school and postsecondary education in personnel administration, training and management procedures is desirable. Entry-level positions as personnel manager would be most likely in smaller organizations. Personnel managers in larger companies are often promoted from within the organization, but specialized training may hasten this promotion.

QUALIFICATIONS

The following aptitudes and traits are important: high general intelligence and verbal understanding; high numerical aptitude; preference for activities resulting in prestige or esteem for others; desire for activities involving business contact with others; inclination for activities concerned with people and the communication of ideas; adaptability to situations involving frequent change in directing, controlling, and planning entire activities or activities of others; and giving and receiving instructions and situations involving the evaluation of information against sensory or judgmental criteria.

D.O.T. 237.367-038

RECEPTIONIST

JOB DESCRIPTION

A receptionist performs the following duties: receives clients or customers coming into establishment, ascertains their wants and directs them accordingly; may make appointments for employer and answer inquiries; may perform a variety of clerical duties and other duties pertinent to the business; may collect and distribute mail and messages; and may be called upon to do simple recordkeeping. Many businesses require the receptionist to do a considerable amount of keyboarding and to serve as PBX operator.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with special training in business and office education is needed. Experience is usually not required, but it is often helpful.

QUALIFICATIONS

The following aptitudes and traits are important: high learning ability; good clerical perception; good manual and finger dexterity; good eye and hand coordination; ability to express ideas meaningfully; a preference for contact with people; tactfulness; courtesy; and ability to understand words and ideas.

D.O.T. 222.137-034

STOCK SUPERVISOR

JOB DESCRIPTION

The stock supervisor coordinates activities of workers concerned with ordering, receiving, storing, and shipping materials. Other duties of the supervisor include: evaluating turnover, size and weight of stored items; planning layouts of stockroom, studying records and recommending remedial actions for non-movable items; reviewing records for accuracy of information in compliance with established procedures, determining adequacy of stock levels; maintaining inventory records; and scheduling work for periodic inventories.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school or equivalent with special training in business and office education. Such training should be equal to that found in a secondary business education program. Most employers will employ a worker with no previous experience to fill a stock room clerk position with possibilities of advancing to the position of supervisor.

QUALIFICATIONS

The following aptitudes and traits are important. Possess a good knowledge of recordkeeping, have ability to work with numbers, be attentive to detail to avoid errors, and possess ability to work well with other people.

D.O.T. 211.362-018

TELLER

JOB DESCRIPTION

A teller performs the following duties: receives and pays out money and keeps records of money and negotiable instruments involved in various bank transactions; receives checks and cash for deposit; verifies amounts; examines checks for endorsement; enters deposits in proper documents; enters deposits in passbooks and issues receipts; cashes checks and pays out money; counts incoming and paid-out cash; may compute service charges; may file checks; may photograph records using microfilm device; may operate various office machines; may sell traveler's checks and savings bonds; and may open new accounts and compute interest and discounts.

ENTRANCE AND ADVANCEMENT IN OCCUPATION

Graduation from high school with special training in recordkeeping and other basic clerical skills is necessary. On-the-job training is usually provided under an experienced worker. Postsecondary training is desirable but not always required.

QUALIFICATIONS

The following aptitudes and traits are important: a combination of ability to learn and apply bookkeeping procedures; accuracy, rapidity, and attention to detail in money exchanges; manual and finger dexterity; tact; courtesy; honesty; and a preference for contact with people in a routine, exact nature.

ASSIGNMENT SHEET 2: Your Career

Directions: Select a career that you are considering. Research this career and prepare a three-page written report. List all sources consulted. Be prepared to discuss your career report in class.

The following guidelines will be used to evaluate each report.

1. Does the report contain a job description, personal qualifications, educational requirements, entry-level skills, and advancement opportunities?
2. Is the information accurate for this geographic area (or other geographic area indicated)?
3. Are working conditions described?
4. Are potential salary and fringe benefits discussed?
5. Is the equipment to be used identified?
6. Are performance standards included?
7. Are sources sufficient to cover the career accurately?
8. Is the report prepared according to mailability criteria?

Unit I - Career Opportunities

POSTTEST

1. List 3 office occupations and give their description, entry level qualifications, and preparatory courses.

2. List 4 sources of information that you might consult in researching a potential career. Cite a specific example of each.

Source	Example
a.	
b.	
c.	
d.	

3. Match the job titles in Column 1 with the statements in Column 2. Write the letter of your choice in each blank.

a. Stock Supervisor

b. Information Processing

c. Hotel/Motel Clerk

d. Audit Clerk

e. Office Manager

f. Administrative Assistant

g. Accounting Clerk

h. Bookkeeper

1. Keeps information pertaining to financial records.

____

2. One who aides the executive in a nonclerical capacity.

____

3. Helps maintain the flow of written communication by keyboarding from handwritten, printed, or recorded words.

____

4. Registers and assigns rooms to guests.

____

5. Keeps complete set of records of financial transactions of an establishment.

____

6. Coordinates activities of workers concerned with inventory.

____

7. Verifies accuracy of figures and postings pertaining to business transactions recorded by other workers.

____

8. Assigns duties and supervises the work of clerical employees.

____

Unit I - Career Opportunities

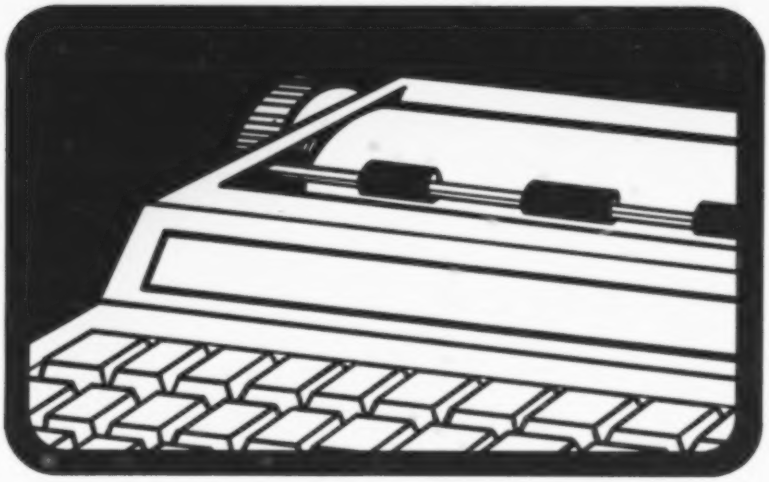
POSTTEST KEY

1. Answers will vary

2. Suggested answers include the following:

Source	Example
family/friends	someone currently employed in the career
reference materials	DOT Encyclopedia of Careers Occupational Outlook Handbook
employment agencies	Missouri Division of Employment Security Snelling and Snelling
school personnel	your instructor school placement counselor
news media	TV/radio newspaper magazines movies
general knowledge	personal experience

3.
1) g
2) f
3) b
4) c
5) h
6) a
7) d
8) e



Typing Business Materials

UNIT OBJECTIVES

Following completion of this unit, the student will have demonstrated working knowledge of an information processing machine; proofreading; typing and setting up letters, memos, tables, business reports, and manuscripts; and selecting proper information to complete various business forms.

LESSON OBJECTIVES

1. Following a teacher demonstration of an information processing machine, the student will demonstrate that she/he can set margins, set tab stops, change machine from single to double spacing, check placement of paper guide, center headings, and perform other functions on an information processing machine with 90 percent accuracy within 10 minutes.

2. Given an unarranged average-length business letter, the student will be able to organize the letter into proper sequence and type in mailable form within 30 minutes.

3. Given an average-length rough draft letter with proofreader's marks and changes written in longhand, the student will recognize and interpret the proofreader's symbols and prepare a mailable letter within 15 minutes.

4. Given information to complete a memo with proofreader's marks, the student will produce a corrected copy of the memo with 90 percent accuracy within 10 minutes.

5. Given a business form and handwritten information, the student will select the proper information and correctly type the business form with 90 percent accuracy within 20 minutes.

6. Given an unarranged three-column table, the student will organize and process the information with 90 percent accuracy within 30 minutes.

7. Given a one-page rough draft business report, the student will organize, correct, and produce a copy of the report with 90 percent accuracy within 20 minutes.

8. Given the necessary information to compile and compose a short manuscript, the student will select information, compose, and type the manuscript with 90 percent accuracy within 40 minutes.

COMPETENCIES

1. Perform functions such as setting margins, tabs, spacing, and alignment
2. Organize and type a business letter
3. Type a mailable letter from copy containing proofreader's marks
4. Type a memo from proofread copy
5. Type business forms
6. Organize and type tables
7. Organize and type business forms
8. Compose and type manuscripts

NOTES TO THE INSTRUCTOR

This section on Typing Review is designed to be used in the first quarter of the block-time classes. Since much of this unit is a review, instruction time should be limited.

The assignment sheets given with each lesson are meant to provide a minimum amount of practice for the student to become proficient in that lesson. The instructor may wish to give added material on each lesson.

Lessons 6, 7, and 8 may be used toward the end of the first quarter or at the beginning of the second quarter of the school year.

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I. Books and Pamphlets

A. Sorrels, Bobbye D. Business Communication Fundamentals. Columbus, OH: Charles E. Merrill Publishing Company, 1985.

B. Whalen, Patricia. Basic Skills for the Modern Office. Cincinnati: South-Western Publishing Co., 1984.

C. Wilkinson, C.W., Clarke, B., and Wilkinson, C. Communicating through Letters and Reports. Homewood, IL: Richard D. Irwin, Inc., 1983.

D. Williams, John W., and Eggland, Steven A. Communication In Action, 2nd ed. Cincinnati: South-Western Publishing Co., 1985.

E. Written Communications, Module V, Proofreading, Editing, and Composing. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1981.

II. Software*

*Software descriptions have been taken directly from the publishers and/or vendors.

A. Advanced Typing Tutor, 1984. For: TRS-80 III.

This program challenges the best typist to achieve ultimate words-per-minute speeds. A companion program to Typing Tutor. Available from EMC Publishing, Changing Times Education Service, 300 York Avenue, St. Paul, MN 55101.

B. Barron, Helen, and Marlinde Jurgensen, How Fast Can You Type Right, Santa Barbara, CA: Barron Enterprises, 1984. For: IBM PC; PC jr.

This program improves keyboarding skills with 16 sets of one-minute, three-minute, and five-minute timed writing tests based on text about 16 popular careers. The computer corrects typing and allows the user to try again for a better score. Available from Barron Enterprises, 714 Willow Glen Road, Santa Barbara, CA 93104.

C. Brinker, Richard, Type and Learn, Port Huron, MI: SimSoft, Incorporated, 1983. For: IBM PC; PC jr; XT; AT; PC Portable.

This typing instructor combines learning about computers with learning to type; includes beginning, intermediate and advanced typing tutorials; includes a keyboard image on the screen, right-wrong score, accuracy percentages and words per minute speed; and compares current scores to previous scores and reports progress. Available from SimSoft, Incorporated, P.O. Box 7095, Port Huron, MI 48301.

D. Crawford, et.al., Basic Keyboarding and Typewriting Applications, Cincinnati: South-Western Publishing Company, 1984. For: Apple; TRS-80; IBM.

This courseware package is correlated with the textbooks Basic Keyboarding and Century 21 Typewriting, 3rd Edition. A four-disk version covers microcomputer keyboarding. A two-disk version covers alphabetic keyboarding. Available from South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

E. Dowis, Anne, Keyboarding, Fort Lauderdale, FL: School Board of Broward County, Manpower Training Center, 1983. For: Apple; TRS-80.

This program is a series of twenty lessons which presents a systematic and progressive approach to learning the keyboard. The system uses an alphabetical approach which has proven especially beneficial with slow or disadvantaged students. Available from Educational Activities, Incorporated, P.O. Box 392, Freeport, NY 11520.

F. Hanson, R. H. and Rigby, D. S., Gregg Keyboard for Information Processing, New York: McGraw-Hill Book Company, 1982. For: TRS-80 III; Apple II with Applesoft; II+.

This program increases productivity as the computer increases skills, highlights errors, and repeats lines as needed. Available from Computer Marketing Services S-1, McGraw-Hill Book Company, Princeton-Hightstown Road, Hightstown, NJ 08520.

G. Hanson, R. H. and Rigby, D. S., Gregg Personal Keyboarding, New York: McGraw-Hill Book Company, 1984. For: Apple II; TRS-80.

This tutorial program speeds reaction time and includes a practice section. Available from Computer Marketing Services S-1, McGraw-Hill Book Company, Princeton-Hightstown Road, Hightstown, NJ 08520.

H. Hyper Typer, Walnut Creek, CA: Digital Marketing Corporation. For: IBM PC; PC jr; XT; AT; PC Portable.

This is a personal typing teacher for beginning typists. Users are prompted for all commands, familiarizing them with the typewriter keyboard and guiding them through drills. Available from Digital Marketing Corporation, 2363 Boulevard Circles, Suite 8, Walnut Creek, CA 94595.

I. Jackson, Schroeder, and Haugo, Alphabetic Keyboarding, Cincinnati: South-Western Publishing Company, 1984. For: TRS-80 III; IV; Apple II+; IIe; IBM PC.

This program includes punctuation, skill-building drills, and feedback tactics. Available from South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

J. Jackson, Schroeder, and Haugo, Microcomputer Keyboarding, Cincinnati: South-Western Publishing Company. For: TRS-80 III and IV; Network 3; Apple II+; IIe; IIc; IBM PC; PC jr.

This series of four diskettes develops students' keyboarding skills with lessons of 25 minutes of intensive microcomputer keyboarding learning/practice so that students have time within the typical class period to do additional practice from their textbook using either the microcomputer or an electric typewriter. The diskettes may be used independently or with a correlating text such as Basic Keyboarding & Typewriting Applications or Century 21 Typewriting, 3rd Edition. Available from South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

K. Keyboard Tutor. The Boss: Business and Office Microcomputer Job Simulator Series, 1983. For: Apple II; IIe; TRS-80 III.

The Boss is a series of hands-on simulations of eleven careers of the 80's. Keyboard Tutor teaches universal keyboard use through drills utilizing words composed only of learned characters. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

L. Keystrokes, Geneva, IL: Houghton Mifflin Company, 1984. For: Apple II; IBM PC; TRS-80 III.

This program teaches and reinforces keyboarding skills for information entry. Available from Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, IL 60134.

M. Learn to Type, Los Angeles: Arrays, Incorporated--Continental Software. For: IBM PC; PC jr; PC-XT.

This is a multi-featured tutorial program that records progress of up to 30 students with 25 built-in lessons or user created lessons and offers basic exercises in finger control and two keyboard layouts. Available from Arrays, Incorporated--Continental Software, 11223 South Hindry Avenue, Los Angeles, CA 90045.

N. Master Type, 1981. For: Apple II; II+; IIe; Atari; Commodore 64; IBM PC.

This program teaches touch-typing with a bang, requiring the user to type a word in a box before missiles blow up the box. Missiles become faster and more accurate as the typist improves. Features 17 progressive tutorials, interactive guidance, problem diagnoses, automatic scoring, and control over speed and difficulty. Available from American Micro Media, P.O. Box 306, Red Hook, NY 12571.

O. Microcomputer Keyboarding, 1983. For: Apple II; IIe; TRS-80 III; IBM PC.

Students learn how to keyboard quickly and efficiently with this computer program. Alphabetic and numeric keyboarding skills can be developed in 30 lessons that are presented through animated graphics and step-by-step instructions. It is an excellent aid in typing classes for skill building, timed writing, speed, and accuracy. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

P. Microtyping, 1983. For Apple II; II+; IIe; TRS-80 III.

The computer helps those who want to sharpen their typing speed and accuracy. The touch method can be learned very quickly with the drill and practice program which has three levels of difficulty and individualized scoring. Available from American Micro Media, P.O. Box 306, Red Hook, NY 12571.

Q. Microtyping II, 1983. For: Apple II or IIe.

This program takes you from keyboard familiarization to typing paragraphs. Instructions include lessons on typing letters, numbers, symbols, words and paragraphs. During the lessons, the computer automatically calculates the amount of errors and the words-per-minute typed. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

R. Touch Typing Made Easy, Arlington, VA: Alkazar Associates. For: IBM PC; XT; PC Portable.

Fifteen lessons teach users to type without looking at the keyboard. This software uses time-tested teaching methods plus computer-aided techniques. It is good for novices as well as experienced typists who wish to increase speed.

S. Typemaster, Rochester, NY: Dynacomp, Incorporated, 1983. For: TRS-80.

This is a tutorial program for learning and exercising touch-typing. The lessons familiarize the student with the positions of the characters, drilling the student in the use of the correct fingers. The student is presented with achievement tests and drills following each lesson. Available from K-12 Micromedia, Incorporated, 172 Broadway, Woodcliff Lake, NJ 07675.

T. Typeright, 1984. For: Apple II; II+; IIe: Commodore PET; Commodore 64; IBM PC.

This typing program is designed for children and adults learning to type and contains a speed setting for individual typing speeds. Available from American Micro Media, P.O. Box 306, Red Hook, NY 12571.

U. Typing Teacher, 1984. For: Apple II; II+; IIe; Atari.

This is a program which utilizes behavioral learning principles to teach anyone to master the typewriter or keyboard. Concentrates on drill, practice, and reinforced learning through eight phases of instruction. Available from American Micro Media, P.O. Box 306, Red Hook, NY 12571.

V. Typing Tutor, 1983. For: Apple II; IIe.

This software takes the student through four levels of typing proficiency, from beginner to advanced. Features Time Response Monitoring, a unique system for monitoring the keyboard and analyzing skills and progress. Program keeps track of the keys learned, those currently being taught, and those yet to be learned, allowing for an individualized pace. Available from Career Aids, Incorporated, 20417 Nordhoff Street, Department K65, Chatsworth, CA 91311.

W. Typing Tutor III, 1984. For: Apple II, II+; IIe; IBM PC.

Program personalizes itself to the abilities and progress of students, teaching typing skills at a speed that is comfortable for them. Contains the game "Letter Invaders" to give students a break and still keeping improving their speed skills. Available from American Micro Media, P.O. Box 306, Red Hook, NY 12571.

X. Warner, Universal Keyboarding Skill Development Program, Cincinnati: South-Western Publishing Co., 1985. For: Apple IIe; TRS-80 III and IV; IBM PC; Commodore 64.

The first disk permits instructor to set minimum standards, maintain timed writing records, and print records. The Skill Development part of the program provides the capability for administering paced or guided timed writings from Century 21 Typewriting, 3rd edition. Available from South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

CRITERIA FOR THE EVALUATION OF TYPEWRITTEN OR PROCESSED DOCUMENTS IN SECONDARY PROGRAMS*

Method of Evaluation: Three levels of mailability:

A. M+ - Mailable, perfect
B. M - Mailable
C. Not Mailable

A. "Mailable+" Standards

1. Document contains no visible errors.
2. All instructions are followed correctly.
3. All errors are corrected--misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
4. Document contains no omission in the opening, body, or closing lines.
5. Document is completed neatly and document parts are well placed on the page.

B. "Mailable" Standards

1. All instructions are followed correctly.
2. Document contains no uncorrected errors--misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication, or incorrect word division.
3. Document contains neatly made corrections.
4. Document placement is less than ideal, but spacing is acceptable.
5. Enclosure notation or reference initials are omitted from the document.
6. Document contains acceptable (but not most desirable) use of capitalization or punctuation.
7. Word/words that do not change the meaning of a sentence have been omitted or added.

*Adapted from criteria set up by the National Office Education Association

Unit II - Typing Review
Lesson 1 - Machine Parts

LESSON OBJECTIVE

Following a teacher demonstration of an information processing machine, the student will demonstrate that she/he can set margins, set tab stops, change machine from single to double spacing, check placement of paper guide, center headings, and perform other functions on an information processing machine with 90 percent accuracy within 10 minutes.

SUGGESTED ACTIVITIES

I. Instructor

  A. This lesson should be covered at the beginning of the unit.

  B. Using a teacher demonstration, explain each part of the typewriter, including those that may be peculiar to the brand of typewriter you are using in your classroom.

II. Student

  A. Read and discuss objectives and information sheets.

  B. Complete Assignment Sheet 1.

  C. Take posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Transparency Master

  A. TM 1: Typewriter Parts

IV. Assignment Sheet and Answers

  A. AS 1: Review of Machine Parts

V. Posttest and Key

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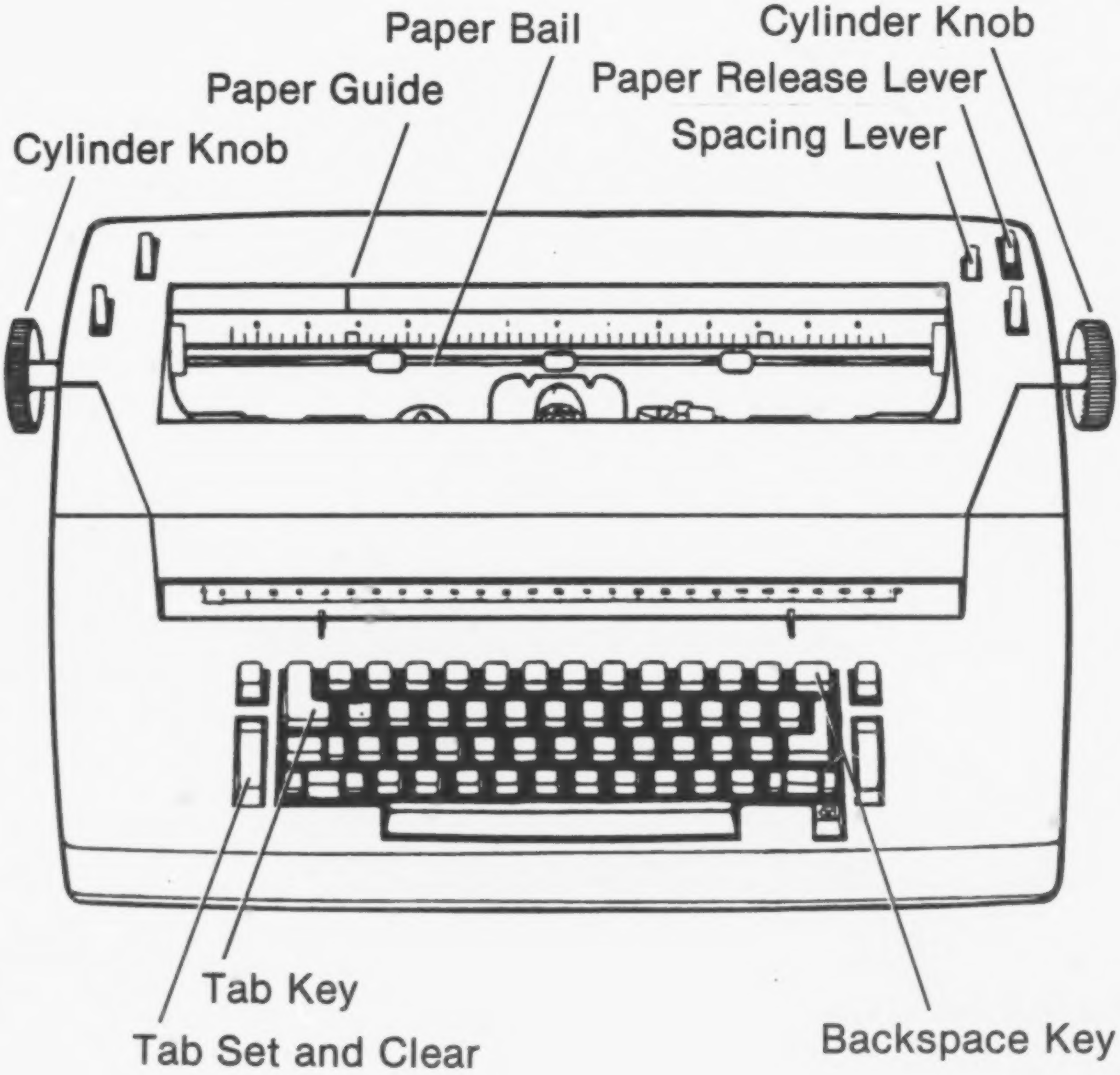
INFORMATION SHEET

I. Review of machine parts (TM 1)

- A. Use of paper guide; what happens if it has been moved. The paper guide helps place sheets of paper in the same position when they are inserted. Discuss wide carriage machines, centering guides, and guides for different sizes of paper.
- B. Inserting paper in machine properly; use of cylinder knobs, paper bail, paper scale; checking to see if paper is "even"
- C. Setting margins; emphasizing "inches on each side of center" rather than "space line" (emphasize pitch as opposed to pica or elite)
- D. Clearing and setting tab stops
- E. Spacing lever for single spacing, double spacing, space-and-a-half; use of cylinder knob to get in position following corrections if machine has the space-and-a-half lever
- F. Use of backspace key
- G. Use of paper release
- H. Use of variable line spacer
- I. Use of other parts that may be peculiar to your information processing machine, such as: decimal alignment, automatic centering, automatic underscore, automatic return, right margin alignment, bold print, margin set, and pitch indicator.

Typewriter Parts


Paper Bail
Cylinder Knob
Paper Guide
Paper Release Lever
Spacing Lever
Cylinder Knob
Tab Key
Tab Set and Clear
Backspace Key

ASSIGNMENT SHEET 1: Review of Machine Parts

Directions: Adjust your machine and complete the following assignments.

Insert a clean sheet of paper in the machine, check the paper guide and paper scale to make sure paper is even, set the margins for a six-inch line of writing, and set tab stops for a five-space indention and at the center point. Set machine for double spacing and begin typing the following exercise:

CORRECT POSTURE

Before you begin to enter data, be sure you are comfortable at the machine.

This means that you will want to check the following things:

1. The keyboard is close to the edge of the desk.
2. The chair is at the right height for you to type.
3. Your copy is at an angle that is easy to read.
4. Your feet are properly positioned.
5. Your fingers are curved over the home row keys.
6. Your back is straight, but not rigid.

Now you are ready to begin typing. Remember that correct posture will make it easier for you to type. Correct posture will make you more comfortable, and you can type better when you are relaxed.

KNOW YOUR INFORMATION PROCESSING MACHINE

In order to be a good information processor, you must know your machine well. Just as various makes of cars or dishwashers are different, so are makes and models of information processing machines. They all have the same basic parts and some special parts that are different depending on the make/model of machine. As you become familiar with the machine, you will find that you are more knowledgeable about its operation. However, you should become familiar with the following functions before you begin:

1. how to set the margins

2. how to clear and set tab stops
3. where the backspace key is located
4. where the tab key is located
5. where the line space indicator is located
6. where the paper release lever is located
7. how to use the code key

ANSWERS TO ASSIGNMENT SHEET 1

There is no real key for this assignment. The instructor should circulate through the room and make sure each student is using the machine parts correctly. If a student is not following correct procedure, work with the student individually on the problem that he/she is experiencing.

In order to check paper insertion, the instructor may want to ask students to type each paragraph on a separate sheet of paper.

The time limit for this exercise should be 10 minutes. However, this may not allow an opportunity for the instructor to check each student. If it does not, allow students to start over if they finish the exercise.

POSTTEST

DIRECTIONS: Fill in the blanks to complete the following sentences.

1. To indent paragraphs five spaces, it would be convenient to set a ____________________ five spaces from the left margin.

2. To take paper out of the machine quickly and quietly, use the ____.

3. In order to center a heading, tab or space to the center point and ____________________ one time for each two letters or spaces in the heading.

4. To have a four-inch line of copy, set the __________________________ two inches to the left of center and the __________________________ two inches to the right of center.

5. To change line spacing on the information processing machine, adjust the ____________________________________ .

Unit II - Typing Review
Lesson 1 - Machine Parts

POSTTEST KEY

1. tab (or tab stop)
2. paper release lever
3. backspace
4. left margin, right margin
5. spacing lever

Unit II - Typing Review
Lesson 2 - Typing Letters

LESSON OBJECTIVE

Given an unarranged average-length business letter, the student will be able to organize the letter into proper sequence and type in mailable form within 30 minutes.

SUGGESTED ACTIVITIES

I. Instructor

   A. This section should be covered early in the first quarter of the vocational block program.

   B. Using lecture method and transparency examples, present material about parts of letter, placement of parts, styles of letters, and placement of letter on letterhead.

   C. Have students complete assignment sheets.

   D. Instructor evaluates assignments based on "mailability."

   E. If letters are not mailable, students should correct the letters or retype the assignment.

   F. Give Posttest 1.

   G. Students who do not score well on this test should take Posttest 2.

II. Student

   A. Read and discuss objectives and information sheets.

   B. Study the transparencies.

   C. Complete the assignment sheets.

   D. Take Posttest 1.

   E. If score on Posttest 1 is not satisfactory, review and take Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Transparency Masters

- A. TM 1: Modified Block Style
- B. TM 2: Block Style
- C. TM 3: Modified Block Style--Attention Line, Subject Line
- D. TM 4: Block Style--Attention Line, Subject Line

IV. Assignment Sheets and Answers

- A. AS 1: Modified Block Style
- B. AS 2: Typing in Modified Block Style
- C. AS 3: Block Style
- D. AS 4: Typing in Block Style

V. Posttests and Keys

INFORMATION SHEETS

I. Letter styles

Note: These letter styles are often used in offices today. Letter style is sometimes determined by company policy, or, in other cases, the sender chooses the style to be used.

- A. Modified block (TM 1)
  - 1. The date and complimentary close are typed at the center of the page.
  - 2. Each line of the inside address is typed at the left margin.
  - 3. Paragraphs may be blocked at the left margin or indented.
  - 4. The date should be typed on line 15, or, if using letterhead, several spaces below the letterhead.
- B. Block--every line begins at the left margin (TM 2).

II. Letter spacing

- A. Leave 3-8 blank lines after the date.
- B. Double space after the inside address.
- C. Double space after the salutation.
- D. Double space between paragraphs.
- E. Double space before the complimentary close.
- F. Leave three blank lines after lines between the complimentary close and the writer's name.
- G. Double space after the writer's name, then type the reference initials.
- H. Double space after the reference initials, then type the enclosure notation.

  NOTE: In a long letter, the typist may single space between reference and enclosure notation.

III. Special features used in some letters (TM 3 and 4).

A. Attention line

1. Double space below the inside address.
2. An attention line may be used in a letter directed to the person with a specific title in a company.
3. Do not punctuate after the word "Attention" or at the end of the line.
4. Double space between the attention line and the salutation.

B. Subject line

1. This line is used to emphasize the main point of the letter.
2. Type the subject line a double space below the salutation and a double space above the first paragraph of the letter.

C. Company name

1. This line is used to indicate that the letter is from the business entity although it may be signed by an individual officer or employee of that business.
2. Double space before the company name.
3. Leave three blank lines after the company name, above the writer's name and title.

TM 1

Modified Block Style

Current Date

LINE 15 OR THREE SPACES BELOW LETTERHEAD, AT CENTER.

3 TO 8 SPACES - VARIES WITH LENGTH OF LETTER

Mr. James Worth
1872 Weston Drive
Macon, MO 63552

DOUBLE SPACE

Dear Mr. Worth:

DOUBLE SPACE

As one of our valued customers, you can receive a free set of steak knives just by watching a demonstration of our new food processor.

DOUBLE SPACE

To take advantage of this opportunity, sign the enclosed card and drop it in the mail. We will set up an appointment at your convenience.

DOUBLE SPACE

TAB Sincerely yours,

4 RETURNS

Janet Reilly, Manager

DOUBLE SPACE

urs

DOUBLE SPACE

Enclosure

Block Style

Current Date **2 OR 3 SPACES BELOW LETTERHEAD**
LINE 15

3 TO 8 SPACES - VARIES WITH LENGTH OF LETTER

Mr. James Worth
1872 Weston Drive
Caruthersville, MO 63830

DOUBLE SPACE

Dear Mr. Worth:

DOUBLE SPACE

As one of our valued customers, you can receive a free set of steak knives just by watching a demonstration of our new food processor.

DOUBLE SPACE

To take advantage of this opportunity, sign the enclosed card and drop it in the mail. We will set up an appointment at your convenience.

DOUBLE SPACE

Sincerely yours,

4 RETURNS

Janet Reilly, Manager

DOUBLE SPACE

urs

DOUBLE SPACE

Enclosure

Modified Block Style
Attention Line • Subject Line
Company Name in Closing

Current Date

ABC Company
301 South Main
St. Joseph, MO 64501

ATTENTION PURCHASING AGENT

Ladies and Gentlemen:

SUBJECT: NEW TYPEWRITERS

The new typewriters you purchased are being shipped today. You should receive them within a week.

If you do not receive the typewriters in this time, please contact us at once. We look forward to your continued business.

Sincerely yours,

MAHAN SUPPLY COMPANY

Terry Martin, President

urs

Block Style
Attention Line • Subject Line
Company Name in Closing

Current Date

Spirit Cola Company
5032 Monroe
Cape Girardeau, MO 63701

Attention Sales Promotion Department

Ladies and Gentlemen:

Subject: Marketing Campaign

We have recently completed the marketing campaign for your soda, Spree. This campaign should be successful for your company. It includes radio, television, and print in the distribution.

An outline of the campaign is enclosed. You will receive the entire process in about one week. Thank you for choosing Young Marketers, Inc.

Sincerely yours,

YOUNG MARKETERS, INC.

Mary Jones, President

urs

Enclosure

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ASSIGNMENT SHEET 1: Modified Block Style

Directions: Type this letter in the format shown below. This is an example of the **modified block style.** Notice that the date and complimentary close are typed at center. Paragraphs are not indented. The date should be typed on line 15 or several spaces below the letterhead.

Use current date

(3-8 blank lines)

Mrs. Charles Adams
1852 Bel Air Drive
Sikeston, MO 63801
(Double space--this will leave one blank line)
Dear Mrs. Adams:
(DS)
Thank you for choosing our fine city in which to build your new home.
(DS between paragraphs.)
When you need help in choosing carpeting or draperies for your home, please call on us. We know you will be delighted with our low prices and excellent consulting service.

If you would like us to call you and arrange a time for our consultant to visit you in your new home, please fill out and return the enclosed card. You will note that the card also has a section to be completed if you would like a convenient charge account with us.

May we have the pleasure of serving you in the near future.

Sincerely yours,
(DS)
MARIETTA DESIGNS
(4 spaces, leaving three blank lines)

Pat Haskins, Consultant
(DS)

urs
(DS for a short letter. Single space for a long letter.)
Enclosure

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ASSIGNMENT SHEET 2: Typing in Modified Block Style

Directions: Type this letter in **modified block style.**

Use current date

Mr. Bill Lowe
6025 West End Boulevard
Springfield, MO 65802

Dear Mr. Lowe:

We are happy to inform you that your stock in our company has earned a substantial dividend this fiscal period. You will find your check enclosed.

Now is the right time to consider investing more of your excess income. Air United earned a larger net income this past year than any year in its history. Next year is expected to be even better.

We appreciate your interest in our organization and look forward to having you as a major stockholder in the many years ahead.

Sincerely yours,

AIR UNITED, INC.

Lee Williams, President

urs

Enclosure

ASSIGNMENT SHEET 3: Block Style

Directions: Type this letter in block style.

Use current date

Robertson Manufacturing Company
345 East Madison Avenue
Maryville, MO 64468

ATTENTION TRAVEL MANAGER

Ladies and Gentlemen:

SUBJECT: GROUP RATES

Are you spending more money than necessary for airline tickets? If you buy individually, you probably are.

Express Airlines now offers special reduced rates to groups of five or more people. Tickets bought in groups of five cost 20 percent less than five tickets bought individually. If your company often sends representatives to various conventions, mergers, meetings, and other sales promotional activities, this offer could result in substantial savings for your company.

Express Airlines flies to all major cities in the United States. Starting January 1, we will also have flights to Canada and Mexico.

The next time your company executives must travel, call Express Airlines and inquire about our group rates.

Sincerely yours,

EXPRESS AIRLINES, INC.

James Keely, President

urs

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ASSIGNMENT SHEET 4: Typing in Block Style

Directions: Type this letter in block style.

Use current date

Brown Realty
2145 Second Street
Kirksville, MO 63501

ATTENTION PURCHASING AGENT

Ladies and Gentlemen:

SUBJECT: OFFICE SUPPLIES

Please take 15 minutes of your time to study the enclosed catalog of Eastern Office Supply Company. As you will see, we carry every major brand of office equipment and several brands you may not have heard of.

In addition, we carry inventories of almost everything that is needed in the typical office--bonded paper, pens, pencils, paper clips, and reference guides--to name a few. If we do not have in stock an item that you request, we can usually order it for you and have it within a week's time.

If you wish, you may order by mail by using the enclosed blanks. Orders by phone are also accepted.

Visit our store and see if you don't agree that we have the finest selection of office supplies in the area.

Sincerely yours,

EASTERN OFFICE SUPPLY COMPANY

Mary Browne, Sales Manager

urs

Enclosure

ANSWERS TO ASSIGNMENT SHEETS

Spacing and alignment of student letters should match the letters on the next four pages of this guide.

Assignment Sheet 1

Current date

Mrs. Charles Adams
1852 Bel Air Drive
Sikeston, MO 63801

Dear Mrs. Adams:

Thank you for choosing our fine city in which to build your new home.

When you need help in choosing carpeting or draperies for your home, please call on us. We know you will be delighted with our low prices and excellent consulting service.

If you would like us to call you and arrange a time for our consultant to visit you in your new home, please fill out and return the enclosed card. You will note that the card also has a section to be completed if you would like a convenient charge account with us.

May we have the pleasure of serving you in the near future.

Sincerely yours,

MARIETTA DESIGNS

Pat Haskins, Consultant

urs

Enclosure

Assignment Sheet 2

Current Date

Mr. Bill Lowe
6025 West End Boulevard
Springfield, MO 65802

Dear Mr. Lowe:

We are happy to inform you that your stock in our company has earned a substantial dividend this fiscal period. You will find your check enclosed.

Now is the right time to consider investing more of your excess income. Air United earned a larger net income this past year than any year in its history. Next year is expected to be even better.

We appreciate your interest in our organization and look forward to having you as a major stockholder in the many years ahead.

Sincerely yours,

AIR UNITED, INC.

Lee Williams, President

urs

Enclosure

Assignment Sheet 3

Current date

Robertson Manufacturing Company
345 East Madison Avenue
Maryville, MO 64468

ATTENTION TRAVEL MANAGER

Ladies and Gentlemen:

SUBJECT: GROUP RATES

Are you spending more money than necessary for airline tickets? If you buy individually, you probably are.

Express Airlines now offers special reduced rates to groups of five or more people. Tickets bought in groups of five cost 20 percent less than five tickets bought individually. If your company often sends representatives to various conventions, mergers, meetings, and other sales promotional activities, this offer could result in substantial savings for your company.

Express Airlines flies to all major cities in the United States. Starting January 1, we will also have flights to Canada and Mexico.

The next time your company executives must travel, call Express Airlines and inquire about our group rates.

Sincerely yours,

EXPRESS AIRLINES, INC.

James Keely, President

urs

Assignment Sheet 4

Current date

Brown Realty
2145 Second Street
Kirksville, MO 63501

ATTENTION PURCHASING AGENT

Ladies and Gentlemen:

SUBJECT: OFFICE SUPPLIES

Please take 15 minutes of your time to study the enclosed catalog of Eastern Office Supply Company. As you will see, we carry every major brand of office equipment and several brands of which you may not have heard.

In addition, we carry inventories of almost everything that is needed in the typical office--bonded paper, pens, pencils, paper clips, and reference guides--to name a few. If we do not have in stock an item that you request, we can usually order it for you and have it within a week's time.

If you wish, you may order by mail by using the enclosed blanks. Orders by phone are also accepted.

Visit our store and see if you don't agree that we have the finest selection of office supplies in the area.

Sincerely yours,

EASTERN OFFICE SUPPLY COMPANY

Mary Browne, Sales Manager

urs

Enclosure

POSTTEST 1

Directions: Type the following unarranged letter in mailable form. Use the **modified block style.**

ABC Company Cape Girardeau, MO 63701 455 South Main February 2, 19__

Subject: Model 101 Johnson Range Attention: Purchasing Agent

Ladies and Gentlemen:

Welcome to our city! Cape Girardeau is an ideal spot for your company and we are very pleased that you have given us an opportunity to be your supplier. In your letter of January 5, you stated that your company is interested in a line of kitchen ranges that is modern, economical, and in the medium-priced range. We think we have just the line for which you are looking.

Have you seen our new Model 101 Johnson Range? This is our newest model on the market, and it is selling well. The reason Model 101 is so popular is the fact that it has no pilot light. As you will see from the enclosed brochure, this model is equipped with an automatic ignition system which uses much less natural gas. When less gas is used, you naturally save money.

Come in soon to see our new Model 101 Johnson Range. We are open daily from 9 a.m. to 5 p.m. One of our competent salespeople will be more than happy to show you all the features of this new innovation in cooking.

Sincerely yours, Johnson Appliance Company Merle Black, President

POSTTEST 2

Directions: Type the following unarranged letter in mailable form. Use block style.

304 South Street Anderson Electrical Company Raytown, MO 64133

Current date Subject: Annual Sales Conference Attention:

Planning Committee

Ladies and Gentlemen:

Why not try something different for your annual sales conference this year? Our research committee has thoroughly investigated the problem of the dull, lifeless conference and has come up with a startling conclusion. Many employees would enjoy conferences more if their families were able to attend.

Instead of making reservations in a large city, why not visit a secluded resort suited for the entire family? Village by the Lake is just what you may be looking for.

Located on the beautiful Lake of the Ozarks, Village by the Lake has everything necessary for a successful conference. Spacious meeting rooms and restaurant facilities are only a few of the many facilities available. For the family, there is a swimming pool, golf course, tennis court, and horseback riding.

Why not make your next sales conference a vacation? Call Village on the Lake today for more information.

Robert Green, President Village on the Lake Sincerely yours,

POSTTEST 1 KEY

February 2, 19__

ABC Company
455 South Main
Cape Girardeau, MO 63701

ATTENTION PURCHASING AGENT

Ladies and Gentlemen:

SUBJECT: MODEL 101 JOHNSON RANGE

Welcome to our city! Cape Girardeau is an ideal spot for your company, and we are very pleased that you have given us an opportunity to be your supplier. In your letter of January 5, you stated that your company is interested in a line of kitchen ranges that is modern, economical, and in the medium-price range. We think we have just the thing that you are looking for.

Have you seen our new Model 101 Johnson Range? This is our newest model on the market, and it is selling well. The reason Model 101 is so popular is the fact that it has no pilot light. As you will see from the enclosed brochure, this model is equipped with an automatic ignition system which uses much less natural gas. When less gas is used, you naturally save money.

Come in soon to see our new Model 101 Johnson Range. We are open daily from 9 a.m. to 5 p.m. One of our competent salespeople will be more than happy to show you all the features of this new innovation in cooking.

Sincerely yours,

JOHNSON APPLIANCE COMPANY

Merle Black, President

urs

Enclosure

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POSTTEST 2 KEY

Current date

Anderson Electrical Company
304 South Street
Raytown, MO 64133

ATTENTION PLANNING COMMITTEE

Ladies and Gentlemen:

SUBJECT: ANNUAL SALES CONFERENCE

Why not try something different for your annual sales conference this year? Our research committee has thoroughly investigated the problem of the dull, lifeless conference and has come up with a startling conclusion. Many employees would enjoy conferences more if their families were able to attend.

Instead of making reservations in a large city, why not visit a secluded resort suited for the entire family? Village by the Lake is just what you may be looking for.

Located on the beautiful Lake of the Ozarks, Village by the Lake has everything necessary for a successful conference. Spacious meeting rooms and restaurant facilities are only a few of the many facilities available. For the family, there is a swimming pool, golf course, tennis court, and horseback riding.

Why not make your next sales conference a vacation? Call Village on the Lake today for more information.

Sincerely yours,

VILLAGE ON THE LAKE

Robert Green, President

urs

LESSON OBJECTIVE

Given an average-length rough draft letter with proofreader's marks and changes written in longhand, the student will recognize and interpret the proofreader's symbols and prepare a mailable letter within 15 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. This section should be covered early in the first quarter.
- B. Information sheets should be distributed to each student.
- C. Present information on kinds of proofreading, proofreading techniques, and proofreader's marks.
- D. Have students complete assignment sheets in class.
- E. Give Posttest 1.
- F. Students who do not score well on this test should be given Posttest 2.

II. Student

- A. Read and discuss objectives and information sheets.
- B. Complete the assignment sheets.
- C. Take Posttest 1.
- D. If your score on Posttest 1 is not satisfactory, review and take Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Assignment Sheets and Answers

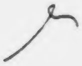
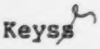
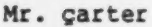
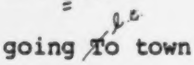
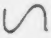
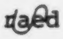
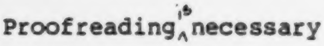
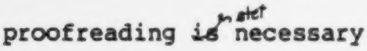
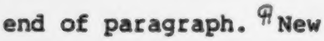
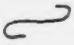
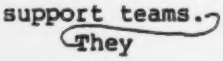
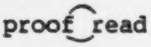
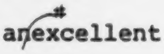
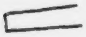
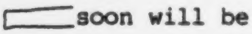
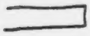
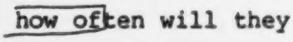
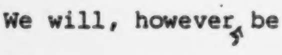
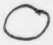
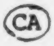
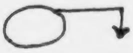
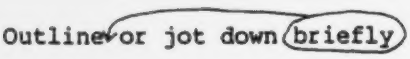
- A. AS 1: Practice in Using Proofreader's Marks
- B. AS 2: Proofreading Practice
- C. AS 3: Entering Data from Edited Copy
- D. AS 4: Proofreading Copy

IV. Posttests and Keys

Unit II - Typing Review
Lesson 3 - Proofreading

INFORMATION SHEET

I. Proofreading marks

Mark	Means	Example
	Delete	 Keyss
≡	Capitalize	 Mr. carter
l.c. or /	Lower case	 going l.c. To town
	Transpose	 raed
∧	Insert	 Proofreading is ∧ necessary
stet	Retain materials	 proofreading ~~is~~ stet necessary
¶	Make a paragraph here	 end of paragraph. ¶ New
	Run in--no paragraph	 support teams. They
	Close up--no space	 proof read
#	Leave space	 anexcellent
	Move to the left	 soon will be
	Move to the right	 how often will they
	Insert punctuation	 We will, however be
	Spell out in full	 CA
ds or DS	Double space	
ss or SS	Single space	
	Move circled material to indicated point	 Outline or jot down briefly

II. Proofreading methods

A. When to proofread

1. When you are typing, the time to proofread the material is BEFORE REMOVING THE SHEET FROM YOUR TYPEWRITER. It is much easier to correct errors at this time.

2. When you are typing from rough draft or from someone else's copy, read through the copy once BEFORE TYPING to eliminate any error that has been made. Proofread your final copy as usual before removing it from the typewriter.

B. Basic proofreading method

1. Read the material once for content. Do not try to detect mechanical errors--just read the material as you would read a story. This reading will uncover omitted words, sentences, plurals, etc.

2. Read the material again. This time, mark errors in punctuation, spacing, spelling or typing.

3. Proofread your copy again after waiting approximately thirty minutes.

4. Try reading each line of the material from right to left. This technique forces you to ignore the content and focus on mechanical errors.

C. Cooperative method

1. It is usually easier to catch errors that are made by someone else. You may want to trade papers and ask a friend (or coworker) to proofread your copy after proofreading it once yourself. Certainly, all important material should be proofread by at least two people.

2. Ask someone to proofread the final copy as you read aloud from the rough draft. This technique improves error detection when reading for content.

III. Proofreading proper names

A. Danger points

1. Because people may be offended if their name, company, or city is misspelled, it is very important to detect and correct such errors.

2. Because proper nouns are often spelled with disregard for common spelling rules, you must proofread very carefully.

B. Techniques

1. Proper names cannot be skimmed but must be proofread letter by letter.

   Example: The following names all sound alike but are spelled differently.

   Anderson
   Andersen
   Andarsen
   Andersan

2. If a friend is reading copy aloud as you proofread your final copy, have him/her spell, letter by letter, any proper name.

3. Check proper names using an atlas, incoming correspondence, directory, etc.

4. Be especially careful of titles, initials, and other parts of proper names.

   Example: Elsa M. Simms St. Ann
   Elsa L. Simms Ste. Ann

   Dr. Larry Kincaid, Jr.
   Mr. Larry Kincaid, Sr.

IV. Proofreading statistical copy

A. Danger points

1. Even if an error remains uncorrected in straight copy, it is possible to understand the copy. However, in statistical copy, an error changes the entire value of the material; and a reader cannot "interpret" the true meaning.

   Example: (straight copy)
   Jim Petersen is our leading dalesman.
   Jim Petersen is our leading salesman.

   (statistical copy)
   His sales topped $1,000,000 last year.
   His sales topped $1,000.00 last year.

2. You must be sure to check carefully for:

   a. Misplaced decimal points

   b. Misaligned numbers

   c. Transposition errors

   d. Wrong numbers

   e. Wrong symbols

      Example: (39¢ or 39%)

B. Hints for proofreading numbers

   1. DO NOT SKIM. Numbers cannot be proofread for content but must be carefully checked, digit by digit.

   2. Read long numbers in groups of two and three.

      Example: Read 48395831283790
               as   483 95 831 28 379 0

   3. Use a ruler on the original copy to guide yourself as you proofread line by line. Similarly, use the line guide indicator on your typewriter to guide yourself through the finished copy in your typewriter.

   4. Try reading long numbers from right to left.

   5. In tables, check the alignment of numbers by making sure right margins of columns are even.

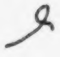
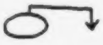
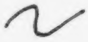
   6. Read columns down, not up or across.

   7. VERIFY totals by addition. (This also serves as a check on the mathematical accuracy.)

   8. Have a friend read numbers aloud as you silently proofread your final copy.

ASSIGNMENT SHEET 1: Practice in Using Proofreader's Marks

Directions: For each symbol in Column 1, choose the correct definition from Column 2. Then practice writing each symbol in the space allowed.

Column 1			Column 2		Practice Space
	1.		A.	Move right	
	2.		B.	Move left	
	3.		C.	Capitalize	
	4.	^	D.	Delete	
	5.	⊏	E.	Move to indicated point	
	6.	stet	F.	Transpose	
	7.	l.c. or /	G.	Add space	
	8.	#	H.	Use lower case letter	
	9.	≡	I.	Insert	
	10.		J.	Begin new paragraph	
	11.		K.	Close up	
	12.	⊐	L.	Leave as first written	

ASSIGNMENT SHEET 2: Proofreading Practice

Directions: Correct the following sentences by using the appropriate proofreader's marks.

1. Do not not use abbreviations for directions ni the inside address.

2. Check the use of punctuationmarks when proofreading.

3. i am trying hard to become proficient as a proof reader.

4. When Proofreading technical material, do not "skim" the matreial.

5. You may, however have some one read THE the material to you.

6. I live on the st. that runs through the Midle of town.
7. Check for misspelled words when proofreading.

8. My english teacher will notbe happy with my grade on this theme.

9. The use of a coma after the salutation is in correct.

10. Raed these sentences care fully before giving them to the typist.

Unit II - Typing Review
Lesson 3 - Proofreading

ASSIGNMENT SHEET 3: Entering Data from Edited Copy

Directions: Type the following rough draft letter in mailable form. Single space the letter. (It is double-spaced for your convenience in reading the proofreader's marks.)

Current date ☐

Mr. John James
1601 N. St.
Jackson, OM 63755

Dear Mr. James:

asyou know, most businesss is transacted on ppaer. Every peice of paper that travels from one person to another or from one companys To another represents an investment in money, time, and supplies. WE can help you speed the up process of handling paper and thus decrease your over head expenses.

Just call us; one of our epxerts will be glad to to your office come to discuss Our equipment with yOu.

yours Sincerely

David Wadell

Markteing Div.

ASSIGNMENT SHEET 4: Proofreading Copy

Directions: Proofread the following letter by using the appropriate proofreader's marks.

Current date

Mr. Bill Baker
1382 So. Broadway
Cape Girardeau, MO 63701

Dear Mr. baker:

In the last three years, at laest 13 manufacturers of smallcalculators have gone out of business. IF you bought your your calculator from one of these companies, you would now have no place to go for service.

Before you byu a calculator, take a look good at the manufacturer. Wilson is one the of largest manufacturersof electronic calculators, and our equipment is sold aLL over the world.

Wilson calculatore are sold only in authorized busineses equipment stores, but they give the possible best service.

we have been business for over a hundred Years, Mr. Baker and we plan to remain in businesss for a time long to come.

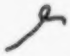
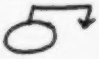
yours Cordially

David Waddell
Marketing Div.

Unit II - Typing Review
Lesson 3 - Proofreading

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Column 1			Column 2		Practice Space
K	1.	⁐	A.	Move right	
J	2.	¶	B.	Move left	
D	3.		C.	Capitalize	
I	4.	∧	D.	Delete	
B	5.	⊏	E.	Move to indicated point	
L	6.	stet	F.	Transpose	
H	7.	l.c. or /	G.	Add space	
G	8.	#	H.	Use lower case letter	
C	9.	≡	I.	Insert	
E	10.		J.	Begin new paragraph	
F	11.	∽	K.	Close up	
A	12.	⊐	L.	Leave as first written	

Assignment Sheet 2

1. Do not ~~not~~ ~~use~~ stet abbreviations for directions ni the inside address.
2. ⊏ Check the use of punctuation#marks when proofreading.
3. i≡ am trying hard to become proficient as a proof⁐reader.
4. When lc Proofreading technical material, do not "skim" the matreial.

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5. You may, however, have some one read ~~THE~~ the material to you.

6. I live on the st. that runs through the Midle of town.

DS → 7. Check for misspelled words when proofreading.

8. My english teacher will notbe happy with my grade on this theme.

9. The use of a coma after the salutation is in correct.

10. Raed these sentences care fully before giving them to the typist.

Assignment Sheet 3

Current date

Mr. John James
1601 North Street
Jackson, MO 63755

Dear Mr. James:

As you know, most business is transacted on paper. Every piece of paper that travels from one person to another or from one company to another represents an investment in money, time, and supplies. We can help you speed up the process of handling paper and thus decrease your overhead expenses.

Just call us; one of our experts will be glad to come to your office to discuss our equipment with you.

Sincerely yours,

David Wadell
Marketing Division

Assignment Sheet 4

Current Date

Mr. Bill Baker
1382 So. Broadway
Cape Girardeau, MO 63701

Dear Mr. baker:

In the last three years, at laest 13 manufacturers of smallcalculators have gone out of business. IF you bought your ~~your~~ calculator from one of these companies, you would now have no place to go for service.

Before you byu a calculator, take a good look at the manufacturer. Wilson is one the of largest manufacturersof electronic calculators, and our equipment is sold aLL over the world.

Wilson calculatore are sold only in authorized busineses equipment stores, but they give the possible best service.

we have been business for over a hundred Years, Mr. Baker and we plan to remain in businesss for a time long to come.

yours Cordially

David Waddell
Marketing Div.

Unit II - Typing Review
Lesson 3 - Proofreading

POSTTEST 1

Directions: Type a mailable copy of this letter, making the corrections indicated by proofreader's marks. The letter should be single-spaced. (The body of the letter is double-spaced here to make it easier to read the proofreader's marks.)

Current date

Mr. Franklin m. Jeffries
3372 North Harris Avenue
Jefferson City, MO 65101

Dear Mr. jeffries:

If you have ever tried to move yourself in a do-it yourself moving van you know how difficult is it. Most people have difficulty packing ~~there~~ their furniture properLy.

l.c.

Therefore, things are damaged or broken often. ¶ Your can avoid this inconvenience by dealing with AlliedMovers.

#

Our company will handle all your movinq arrange ments for you. The only thing you need to worry about is moving the family members from your home old to your new one. ¶ The next time you move, call our local office for an estimate. Your will probably be surprised at how reasonable our rates ~~prices~~ are.

Sincerely yours

ALLIED MOVERS

#

Bill moyers, President

urs

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Unit II - Typing Review
Lesson 3 - Proofreading

POSTTEST 2

Directions: Type a mailable copy of this letter, making the corrections indicated by proofreader's marks. The letter should be single-spaced. (The body of the letter is double-spaced here to make it easier to read the proofreader's marks.)

Current Date

Mr. Vincent James, Manager
Acme Clothing Store
332 Main St.
Sikeston, Mo 63801

Dear Mr. james:

Thank your for your recent order ~~of April 13~~ for fall and l.c. Winter clothing. Our company is always glad to do business with your firm. ¶ However, we must remind you our of credit policy. Our l.c. Board of directors prohibits us from extending credit on on large orders such as yours unless the customer's existing account balance is paid in full or some other arrangements have # been made.

¶ According to our records, l.c. Your account is now more than two months overdue. ~~according to our records.~~ Therefore, we suggest that you arrange payment with our billing office immediately so that we can fill your order. Better yet, send our payment now in the enclosed self-addressed envelope, and we can ship your order immediately.

DS

Sincerely yours,

Naomi Johnson
SS
Credit Manager

urs

Enclosure

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POSTTEST 1 KEY

Current Date

Mr. Franklin M. Jeffries
3372 North Harris Avenue
Jefferson City, MO 65101

Dear Mr. Jeffries:

If you have ever tried to move yourself in a do-it-yourself moving van, you know how difficult it is. Most people have difficulty packing their furniture properly. Therefore, things are often damaged or broken.

You can avoid this inconvenience by dealing with Allied Movers. Our company will handle all your moving arrangements for you. The only thing you need to worry about is moving the family members from your old home to your new one.

The next time you move, call our local office for an estimate. You will probably be surprised at how reasonable our rates are.

Sincerely yours,

ALLIED MOVERS

Bill Moyers, President

urs

POSTTEST 2 KEY

Current Date

Mr. Vincent James, Manager
Acme Clothing Store
332 Main Street
Sikeston, MO 63801

Dear Mr. James:

Thank you for your recent order for fall and winter clothing. Our company is always glad to do business with your firm.

However, we must remind you of our credit policy. Our board of directors prohibits us from extending credit on large orders such as yours unless the customer's existing account balance is paid in full or some other arrangements have been made.

According to our records, your account is now more than two months overdue. Therefore, we suggest that you arrange payment with our billing office immediately so that we can fill your order. Better yet, send your payment now in the enclosed self-addressed envelope, and we can ship your order immediately.

Sincerely yours,

Naomi Johnson
Credit Manager

urs

Enclosure

Unit II - Typing Review
Lesson 4 - Interoffice Memos

LESSON OBJECTIVE

Given information to complete a memo with proofreader's marks, the student will produce corrected copy of the memo with 90 percent accuracy within 10 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. This section should be covered in the first quarter.
- B. Demonstrate and explain the use of an interoffice memo.
- C. Reproduce one copy of each handout per student.
- D. Distribute assignment sheets and handouts.
- E. After students complete assignment sheets satisfactorily, give the posttest.

II. Student

- A. Read and discuss objectives and information sheets.
- B. Study the transparencies.
- C. Complete the assignment sheets.
- D. Take posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Handouts

- A. HO 1: Memo Form 1 and 2
- B. HO 2: Memo Form 3

IV. Transparency Masters

- A. TM 1: Memo Form 1
- B. TM 2: Memo Form 2
- C. TM 3: Memo Form 3

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V. Assignment Sheets and Answers

  A. AS 1: Memo (Form 1)
  B. AS 2: Memo (Form 2)
  C. AS 3: Typing a Memo (Form 3)
  D. AS 4: Interoffice Memo
  E. AS 5: Memo from Edited Copy

VI. Posttest and Key

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INFORMATION SHEET

I. Definition and usage

- A. An interoffice memo is an informal written communication sent to those within a company or organization.
- B. Interoffice memos are often used to notify personnel of meeting times and places, to request work from another department, to convey information of general interest, to confirm appointments, etc.

II. Advantages

- A. Quick to type
- B. Inexpensive

III. Information to be included

- A. Headings
    - 1. To
    - 2. From
    - 3. Subject
    - 4. Date
- B. Body--message
- C. Typist's reference initials

IV. Form

- A. Align headings.
- B. Double space between headings.
- C. Leave two blank lines between headings and body of memo.
- D. For speed and convenience, single space the body with no paragraph indentions.
- E. Place typist's reference initials at left margin, a double space below body.
- F. For economy, short memos may be typed on a half sheet of paper.

NOTE: Some companies have prepared forms for interoffice memos.

~~City Public Schools~~ INTEROFFICE MEMO

Date:

To:

From:

Subject:

(Interoffice Memo Form 1)

~~City Public Schools~~ INTEROFFICE MEMO

To:

Subject:

From:

Date:

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(Interoffice Memo Form 2)

HO 2

City Public Schools INTEROFFICE MEMO

To:
From:
Subject:
Date:

(Interoffice Memo Form 3)

City Public Schools INTEROFFICE MEMO

To: Department Heads

From: Howard Garnett

Subject: Staff Meeting

Date: February 17, 1985

Please notify all members of your department that a staff meeting to discuss our new insurance plan will be held next Tuesday, February 22. We will meet at 4:30 p.m. in the Community Room.

urs

(Interoffice Memo Form 1)

TM 1

City Public Schools INTEROFFICE MEMO

To:	Jim Douglas	Subject:	Candy Sales
From:	FBLA Sponsor	Date:	October 3, 1985

Our records show that you still owe $12.00 for FBLA candy. Please turn in your money to Mrs. Howard or Mrs. Medlock before the next meeting.

urs

City Public Schools INTEROFFICE MEMO

Date: September 1, 1985

To: FBLA Members

From: FBLA Sponsor

Subject: Meeting Time

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Our next meeting will be on Tuesday, September 6, at 7:00 p.m. in Room 103 of City High School.

Attendance at this meeting is mandatory.

urs

(Interoffice Memo Form 3)

ASSIGNMENT SHEET 1: Memo (Form 1)

Directions: On the form provided, produce the following memo in the style shown.

DATE: (Current Date)

TO: School Principals

FROM: Henry Baker, Supt. of Schools

SUBJECT: Television Programs

You will be pleased to know that KFVS television is going to cooperate with us during National Education Week by presenting a series of broadcasts on our schools. The broadcasts will be on Tuesdays from 6:30 to 7:00 a.m. beginning the first Tuesday in September and continuing for 12 weeks.

Each of you should plan to present two programs dealing with the work of your school. You need not start work on scripts just yet, but you will want to think of interesting approaches for your programs.

In order that we may choose the themes to be used, please let me have four or five possible themes for your programs by the end of next week.

urs

ASSIGNMENT SHEET 2: Memo (Form 2)

Directions: On the form provided, produce the following memo in the style shown.

TO:	Jim Baugher	SUBJECT:	Television Programs
FROM:	Henry Baker	DATE:	(Current)

You certainly made a fine contribution to our television planning conference. You may proceed with the scripts for your two programs. You will want to check your timing on them very closely; use exactly 27 minutes for each program.

Please send me a rough-draft copy of your script, and let me know which faculty members will be participating.

urs

ASSIGNMENT SHEET 3: Memo (Form 3)

Directions: On the form provided, produce the following memo in the style shown.

TO: (Name of Your Class)

FROM: (Your Instructor)

SUBJECT: Cleanliness and Neatness of Classroom

DATE: (Current)

If we are to become good, efficient office workers, we must learn to do our work in class as we would in the office.

At the end of each day, all work stations should be tidied up and all waste material thrown away. The correction materials should be put up and machines covered.

We must take into consideration that we share this classroom with the adult night class. If we all work together, we can make our surroundings more pleasant.

urs

ASSIGNMENT SHEET 4: Interoffice Memo

Directions: On a half sheet of paper, produce the following memo in the style of your choice.

TO: All Secretarial/Clerical Students

FROM: (Your Instructor)

SUBJECT: Using Class Time Wisely

DATE: (Current)

Learning to use class time wisely is extremely important if you are to receive good grades. Excessive conversation must be curtailed if you are to get your work completed on time.

Even just a few minutes wasted each class period soon adds up to enough time to complete a project and improve your daily grade.

If you put in the time and effort, there is no reason why you shouldn't all make a grade of C+ or better and receive a certificate upon completion of the class.

urs

Unit II - Typing Review
Lesson 4 - Interoffice Memos

ASSIGNMENT SHEET 5: Memo from Edited Copy

Directions: Type the following memo, making the corrections indicated by the proofreader's marks.

TO: Staff Members

FROM: Gary k. Gilbert

DATE: (current)

SUBJECT: Christmas party

TS

All staff members and their spouses are invited to our annual christmas party. This year the party will be at the Flaming Pit, friday, December 23, at 7~~:00~~ p.m. ¶ At a recent meeting ~~with~~ of the l.c. School l.c. Board, it was ~~was~~ decided that Central students who are at the Vo-Tech School at the time of a pep rally at Central will be dismissed to attend ~~it.~~ the rally.

urs

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheets 1, 2, and 3:

These should be exact copies of the memos shown on the Assignment Sheets. All information should be accurate and neat.

Assignment Sheet 4:

Style may vary but it should fit one of the formats given in TM 1, TM 2, or TM 3. All information should be neat and accurate.

Assignment Sheet 5:

TO: Staff Members

FROM: Gary K. Gilbert

DATE: (students fill in current date)

SUBJECT: Christmas Party

All staff members and their spouses are invited to our annual Christmas party. This year the party will be at the Flaming Pit, Friday, December 23, at 7 p.m.

At a recent meeting of the school board, it was decided that Central students who are at the Vo-Tech School at the time of a pep rally at Central will be dismissed to attend the rally.

urs

POSTTEST

Directions: Type the following memo, making the corrections indicated by the proofreader's marks.

TO: Bernard B. James

FROM: Henry r. Sullivan

DATE: (current)

SUBJECT: Deadline for Reports

TS

You were notified several weeks ago that all members of the staff should begin compiling the necessayr information for the yearly sales re ports. It is now time for us to begin this process in earnest.¶ ~~Yearly~~ Annual sales re ports are due by the end of this month. Please request the salespeople in your division to get their total sales figures to you ~~right away.~~ immediately.

If you have difficulty getting the necessary information to complete the reports, let me know. I will ~~try to~~ give the salespeople a strong directive to work closely with you.

urs

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POSTTEST KEY

TO: Bernard B. James

FROM: Henry R. Sullivan

DATE: (students will supply current date)

SUBJECT: Deadline for Reports

You were notified several weeks ago that all members of the staff should begin compiling the necessary information for the yearly sales reports. It is now time for us to begin this process in earnest.

Annual sales reports are due by the end of this month. Please request the salespeople in your division to get their total sales figures to you immediately.

If you have difficulty getting the necessary information to complete the reports, let me know. I will give the salespeople a strong directive to work closely with you.

urs

LESSON OBJECTIVE

Given a business form and handwritten information, the student will select the proper information and correctly type the business form with 90 percent accuracy within 20 minutes.

SUGGESTED ACTIVITIES

I. Instructor

A. This section should be covered late in the first quarter or early in the second quarter as it contains information that may not have been covered in the beginning typing courses.

B. Information sheets should be distributed to each student.

C. Provide information and individualized help to instruct students on the use of the variable line spacer for aligning the "print" on forms.

D. Handouts should be reproduced and distributed to each student. Each student will need two copies of HO 1, two copies of HO 2, one copy of HO 3, three copies of HO 4, and two copies of HO 5.

E. Have students complete assignment sheets in class with help from the instructor for those students who have difficulty in aligning the print on the forms.

F. Give posttest.

G. If students do not score well on this test, repeat at least one of the assignments for practice and give posttest again.

II. Student

A. Read and discuss objectives and information sheets.

B. Complete all four assignment sheets in class.

C. Take posttest.

D. Repeat assignments if necessary.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Handouts

  A. HO 1: Checks
  B. HO 2: Mailing Labels
  C. HO 3: Sample Proposal
  D. HO 4: Blank Proposal Form
  E. HO 5: Certificates for Completion

IV. Assignment Sheets and Answers

  A. AS 1: Entering Data on a Form
  B. AS 2: Checks
  C. AS 3: Mailing Labels
  D. AS 4: Proposals

V. Posttest and Key

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INFORMATION SHEET

I. Guidelines for Entering Data on Forms

A. Steps for correct alignment on the information processing machine

1. Locate the variable line spacer and practice releasing the knob so that you can "move" the paper vertically. (Remember, when you let the knob return to its original position, you will have changed the line setting. It will remain at this setting until you release the knob again.)

2. Locate the aligning scale. The print should be slightly above the aligning scale.

3. If you have not used the variable line spacer or aligning scale on your machine, type several words and see how they are positioned over the aligning scale. (If you are using a machine for the first time, always use this procedure to familiarize yourself with it.)

4. Take the paper out of the machine and reinsert it again.

5. Make sure the paper is straight by aligning the top of the paper with the aligning scale.

6. Using the variable line spacer, align the typing line.

7. Try to type over the words you typed on the paper originally.

8. If your typing line is not aligned correctly, use the variable line spacer. If your typing is too high, turn the knob away from you. If your typing is too low, turn the knob toward you.

B. Guides for accuracy in filling out forms

1. Always check the form carefully before filling out any of the lines. Be sure you understand what should be typed on the line.

2. Check the accuracy of the information that is to be typed.

3. Type carefully, as corrections may not be permitted on some forms such as checks or contracts.

HO 1

UNITED PRODUCTION CORPORATION
100 MADISON AVENUE
NEW YORK, MISSOURI 65211

NO.

______________ 19___

1-67
210

Pay to
the order of ________________________________ $ __________

____ DOLLARS

IRVING TRUST COMPANY
ONE WALL STREET
NEW YORK, MISSOURI

____

⑆0210-0067⑆ 242-0-024180⑈

UNITED PRODUCTION CORPORATION
100 MADISON AVENUE
NEW YORK, MISSOURI 65211

NO.

______________ 19___

1-67
210

Pay to
the order of ________________________________ $ __________

____ DOLLARS

IRVING TRUST COMPANY
ONE WALL STREET
NEW YORK, MISSOURI

____

⑆0210-0067⑆ 242-0-024180⑈

UNITED PRODUCTION CORPORATION
100 MADISON AVENUE
NEW YORK, MISSOURI 65211

NO.

______________ 19___

1-67
210

Pay to
the order of ________________________________ $ __________

____ DOLLARS

IRVING TRUST COMPANY
ONE WALL STREET
NEW YORK, MISSOURI

____

⑆0210-0067⑆ 242-0-024180⑈

UNITED PRODUCTION CORPORATION
100 MADISON AVENUE
NEW YORK, MISSOURI 65211

NO.

______________ 19___

1-67
210

Pay to
the order of ________________________________ $ __________

____ DOLLARS

IRVING TRUST COMPANY
ONE WALL STREET
NEW YORK, MISSOURI

____

⑆0210-0067⑆ 242-0-024180⑈

HO 2

FROM

CONTENTS-MERCHANDISE

POSTMASTER: THIS PARCEL MAY BE OPENED FOR POSTAL INSPECTION IF NECESSARY.

RETURN POSTAGE GUARANTEED

TO

FROM

CONTENTS-MERCHANDISE

POSTMASTER: THIS PARCEL MAY BE OPENED FOR POSTAL INSPECTION IF NECESSARY.

RETURN POSTAGE GUARANTEED

TO

FROM

CONTENTS-MERCHANDISE

POSTMASTER: THIS PARCEL MAY BE OPENED FOR POSTAL INSPECTION IF NECESSARY.

RETURN POSTAGE GUARANTEED

TO

HO 3

Proposal (sample)

Proposal No. 10729

Sheet No. 1

Date Current

FROM Anderson Construction Company
168 Bend Road
Yourtown, MO 64210

Proposal Submitted To	**Work To Be Performed At**
Name Rick and Jane Borden	**Street** 3001 Mimosa
Street 3001 Mimosa	**City** Yourtown **State** MO
City Yourtown	**Date of Plans** current
State Missouri 64210	**Architect** David Anderson
Telephone Number 314-225-3091	

We hereby propose to furnish all the materials and perform all the labor necessary for the completion of

Remodeling of kitchen:
Remove old cabinets; furnish and install new cabinets as indicated on plans; all walls to receive two coats of latex paint

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of Two thousand and 00/100 -- Dollars ($ 2000.00).
with payments to be made as follows:
Twelve monthly payments of $191.67 per month to begin ten days after completion of project

Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance upon above work. Workmen's Compensation and Public Liability Insurance on above work to be taken out by ____________

Respectfully submitted Anderson Construction Company

Per ____________

Note — This proposal may be withdrawn by us if not accepted within 30 days

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Accepted ____________ Signature ____________

Date ____________ Signature 151

Proposal

FROM

Proposal No.

Sheet No.

Date

Proposal Submitted To	**Work To Be Performed At**
Name	Street
Street	City State
City	Date of Plans
State	Architect
Telephone Number	

We hereby propose to furnish all the materials and perform all the labor necessary for the completion of

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of Dollars ($).

with payments to be made as follows:

Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance upon above work. Workmen's Compensation and Public Liability Insurance on above work to be taken out by

Respectfully submitted

Per

Note — This proposal may be withdrawn by us if not accepted within days

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Accepted Signature

Date Signature

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Missouri
Vocational-Technical School

Certificate of Completion

This Certifies That ______________________________

has satisfactorily completed _____ *hours of* _____ *possible hours of vocational-technical training in:*

____

and is therefore entitled to this certificate.

Given at _______________ *, Missouri, this* _______ *day of* _______ *19* ___ .

______________________ ______________________
INSTRUCTOR **DIRECTOR, VOCATIONAL EDUCATION**

Missouri
Vocational-Technical School

Certificate of Completion

This Certifies That ______________________________

has satisfactorily completed _____ *hours of* _____ *possible hours of vocational-technical training in:*

____

and is therefore entitled to this certificate.

Given at _______________ *, Missouri, this* _______ *day of* _______ *19* ___ .

______________________ ______________________
INSTRUCTOR **DIRECTOR, VOCATIONAL EDUCATION**

ASSIGNMENT SHEET 1: Entering Data on a Form

Directions: Fill out the following form using information pertaining to you. Be sure to align paper correctly so that the form is neat and easy to read. Correct all errors.

Name ______________________________ **Telephone No.** ____________

Address ____
(Street)

____
(City, State, Zip)

High School Attended ____

Year in School _______________ **Expected Graduation Date** __________

I have completed the following business courses: ___________________

____

Typing Speed ________________ **Shorthand Speed** ________________

Business Machines I can operate: ______________________________

____

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Unit II - Typing Review
Lesson 5 - Entering Data on Forms

ASSIGNMENT SHEET 2: Checks

Directions: Using the attached set of checks, type checks to the following business firms. Begin numbering the checks with 1573 and type carefully, as an erasure "voids" the check. Use current date.

1.	Bowers Electronics Co.	$173.82
2.	J. C. Rafferty, Inc.	81.90
3.	Plaza Office Supplies	6.98
4.	Jim's Deli	32.70
5.	Texaco, Inc.	312.90
6.	Acme Hardware	44.50
7.	Union Electric Co.	65.40

ASSIGNMENT SHEET 3: Mailing Labels

Directions: Using the attached set of address labels, type the following information on the labels. Be sure the information is correct and aligned properly on the labels. All labels are from your teacher at your school.

To:

1. Instructional Materials Lab, 10 Industrial Education Bldg., Columbia, MO 65211
2. Dr. Milford Holt, Dept. of Education, Southeast Mo. State Univ., 900 Normal, Cape Girardeau, MO 63701
3. Mr. Charles Newman, Director, Bus. and Off. Ed., Dept. of Elem. and Secondary Ed., P.O. Box 480, Jefferson City, MO 65102
4. Dean Richard Thexton, Crowder College, Neosho, MO 94850
5. Mr. Roy L. Misener, Director, Four Rivers Area Vocational School, Washington, MO 63090
6. Mr. C. Lawson Nichols, Director, Laclede Area Vo-Tech School, Lebanon, MO 65536

ASSIGNMENT SHEET 4: Proposals

Directions: Using the information on the sample proposal and information from the minutes of the board meeting of First National Savings and Loan Association, complete proposals 2 through 4.

1. Proposal 10729 to Rick & Jane Borden. (HO 3, Sample Proposal)
2. Proposal 10730 to Alma P. Helderman. Address and payment information in minutes. Work to be done same as above but add: Install new floor covering not to exceed $15.95 per square yard.
3. Proposal 10731 to James L. & Lori Zimmer. Work to be done includes cabinets, painting, floor covering and install new sinks, dishwasher, and garbage disposal unit as specified and indicated on plans.
4. Proposal 10732 to C. Don and Diane Lovins. Work to be done includes stripping and restaining cabinets, and installing new dishwasher and electric range.

MINUTES OF REGULAR MEETING OF BOARD OF DIRECTORS

FIRST NATIONAL SAVINGS AND LOAN ASSOCIATION

April 2, 19___

The regular meeting of the Board of Directors of First National Savings and Loan Association was held in the office of the Association at 4 p.m., April 2, 19___. All directors were present. Mrs. Cynthia Carl, Secretary, was also present. The minutes of the last meeting were read and approved.

A statement of the receipts and disbursements for the week ending March 30, 19___, was presented showing the balance on hand and in banks of $1,964,199.67 which, upon motion made and carried, was approved and ordered placed in file.

Upon motion made and carried, the following applications for home improvement loans were approved with interest rates and repayment schedules as shown.

Borden, Rick & Jane E. 3001 Mimosa	$2,000.00 @ 15% & $191.67 per mo.
Cowan, Michael L. & Patricia E. 2028 Cambridge	5,500.00 @ 15% & 527.08 per mo.
Helderman, Alma P. 517 N. Farmington	3,700.00 @ 15% & 354.58 per mo.
Hunter, Hershel B. & Ruth 521 Sunset Blvd.	6,000.00 @ 15% & 575.00 per mo.
LeMone, Sybil Priscilla 705 N. Missouri	4,200.00 @ 15% & 402.50 per mo.
Lovins, C. Don & Diane 531 Woodbine	3,000.00 @ 15% & 287.50 per mo.
Modglin, Frank & Sheila 1520 E. Riverside Dr.	2,900.00 @ 15% & 277.92 per mo.
Niswonger, Mike & Nancy 2048 Bend Rd.	5,000.00 @ 15% & 479.17 per mo.
Steele, Richard & Gayle 1811 Weissinger	6,500.00 @ 15% & 622.92 per mo.
Zimmer, James L. & Lori 3010 Mimosa	4,800.00 @ 15% & 460.00 per mo.

Upon motion made and carried the following application for an insured mortgage loan was approved with interest rate and repayment schedule as shown.

Hesselrode, Douglas	$12,500.00 @ 8% & $104.63 per mo.

Upon motion made and carried the following application for a Veterans Administration Guaranteed Loan was approved at an interest rate and ...

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

All information on Assignment Sheet 1 pertains to the particular student. Instructor should check to see that information is typed neatly and spaced properly on the lines. (The lines will be uneven so the student will have to use the variable line spacer.)

Assignment Sheet 2

Verify that the checks are numbered in sequence and dated correctly. Since no erasures are allowed on checks, an extra check is included. Students should "void" a check that is typed incorrectly. Students may type the word "Company" even though it is abbreviated in the list of company names.

Assignment Sheet 3

Some students will spell out the abbreviated words and change lines so that the lines of the address are more evenly aligned. Students may catch the incorrect zip code for Neosho since all Missouri zip codes start with "6."

Assignment Sheet 4

Students will have to get information to complete this assignment from two sheets. The first proposal is filled out for the students' use. The three additional proposals will involve looking up information and adding to one section of the proposal. The city and state used should always be the name of your own town, state, and your own zip code. (See the next three pages for the answer keys for this assignment.)

Proposal

FROM Anderson Construction Company
168 Bend Road
Yourtown, MO 64210

Proposal No. 10730

Sheet No. 1

Date current

Proposal Submitted To	**Work To Be Performed At**
Name Alma P. Helderman	Street 517 N. Farmington
Street 517 N. Farmington	City Yourtown State MO
City Yourtown	Date of Plans current
State Missouri	Architect David Anderson
Telephone Number	

We hereby propose to furnish all the materials and perform all the labor necessary for the completion of

Remodeling of kitchen:
Remove old cabinets; furnish and install new cabinets as indicated on plans; all walls to receive two coats of latex paint; install new floor covering not to exceed $15.95 per square yard.

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of Three thousand seven hundred and 00/100-------------------------------- Dollars ($ 3700.00).
with payments to be made as follows:
Twelve monthly payments of $354.58 per month to begin ten days after completion of project.

Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance upon above work. Workmen's Compensation and Public Liability Insurance on above work to be taken out by Anderson Construction Company

Respectfully submitted Anderson Construction Company

Per

Note — This proposal may be withdrawn by us if not accepted within 30 days

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Accepted ______________________ Signature ______________________

Date ______________________ Signature ______________________

Proposal

Proposal No. 10731
Sheet No. 1
Date current

FROM Anderson Construction Company
168 Bend Road
Yourtown, MO 64210

Proposal Submitted To	**Work To Be Performed At**
Name James L. and Lori Zimmer	Street 3010 Mimosa
Street 3010 Mimosa	City Yourtown State MO
City Yourtown	Date of Plans current
State Missouri	Architect David Anderson
Telephone Number	

We hereby propose to furnish all the materials and perform all the labor necessary for the completion of

Remodeling of kitchen:
Remove old cabinets; furnish and install new cabinets as indicated on plans; all walls to receive two coats of latex paint; install new floor covering not to exceed $15.95 per square yard; install new sinks, dishwasher, and garbage disposal unit as specified and indicated on plans.

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of Four thousand eight hundred and 00/100 ---------------------------- Dollars ($4800.00).

with payments to be made as follows:
Twelve monthly payments of $460.00 per month to begin ten days after completion of project.

Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance upon above work. Workmen's Compensation and Public Liability Insurance on above work to be taken out by Anderson Construction Company

Respectfully submitted Anderson Construction Company

Per

Note — This proposal may be withdrawn by us if not accepted within 30 days

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Accepted ____ Signature ____

Date ____ Signature ____

Proposal

Proposal No. 10732
Sheet No. 1
Date current

FROM Anderson Construction Company
168 Bend Road
Yourtown, MO 64210

Proposal Submitted To	**Work To Be Performed At**
Name C. Don and Diane Lovins	Street 531 Woodbine
Street 531 Woodbine	City Yourtown State MO
City Yourtown	Date of Plans current
State Missouri	Architect David Anderson
Telephone Number	

We hereby propose to furnish all the materials and perform all the labor necessary for the completion of

Remodeling of kitchen:
Strip and restain old cabinets; install new dishwasher and electric range as specified and indicated on plans.

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial workmanlike manner for the sum of Three thousand and 00/100-- Dollars ($ 3000.00).

with payments to be made as follows:
Twelve monthly payments of $287.50 per month to begin ten days after completion of project.

Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance upon above work. Workmen's Compensation and Public Liability Insurance on above work to be taken out by Anderson Construction Company

Respectfully submitted Anderson Construction Company

Per

Note — This proposal may be withdrawn by us if not accepted within 30 days

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Accepted ______ Signature ______

Date ______ Signature ______

POSTTEST

Directions: Fill out "Certificates of Completion" for the following students. Type the name of the student and the name of the program all in capitals. Use your school's graduation date for the day, month, and year. On the back of the certificate list the typing speed, shorthand speed, production speed, and business machines operated.

1. Regina Abernathy - 358 hours of 360
   Secretarial Technology
   Typing Speed: 70 wpm
   Shorthand Speed: 100 wpm
   Production Speed: 40 wpm
   Business Machines: Electronic printing calculator, offset, transcribing unit, electronic typewriter, microcomputer (accounting and word processing programs)

2. Clara Boswell - 350/360
   Secretarial Technology
   Typing: 60 wpm
   Shorthand: 100 wpm
   Production: 30 wpm
   Business Machines: Electronic printing calculator, offset, transcribing unit, electronic typewriter, microcomputer (accounting and word processing programs)

3. Don Bertrand - 360/360
   Secretarial Technology
   Typing: 65 wpm
   Shorthand: 90 wpm
   Production: 40 wpm
   Business Machines: Electronic printing calculator, offset, transcribing unit, electronic typewriter, microcomputer (accounting and word processing programs)

4. Wanda Waldenbrook - 328/360
   Office Technology
   Typing: 50 wpm
   Production: 30 wpm
   Electronic Calculator: 180 sam
   Business Machines: Electronic printing calculator, offset, transcribing unit, electronic typewriter, microcomputer (accounting and word processing programs)

POSTTEST KEY

Students or instructor should cut the certificates apart before typing them. On the front of the certificate, the student's name, hours, name of program and date should be aligned in the proper spaces. The additional information should be typed on the back of the form. Students can set the information up in any way that is neat.

Unit II - Typing Review
Lesson 6 - Tabulation

LESSON OBJECTIVE

Given an unarranged three-column table, the student will organize and process the information with 90 percent accuracy within 30 minutes.

SUGGESTED ACTIVITIES

I. Instructor

  A. This section may be covered in the second quarter as it is more difficult than previous lessons.

  B. Information sheets should be distributed to each student.

  C. Present information and figure one of the tabulation problems.

  D. Have students complete assignment sheets in class with individualized help from instructor if necessary.

  E. Give Posttest 1.

  F. Students who do not score well on this test should review and take Posttest 2.

  NOTE: Since some assignments involve use of 10-key skills, this lesson should be taught after the 10-key touch system.

II. Student

  A. Read and discuss objectives and information sheets.

  B. Complete all four assignment sheets in class.

  C. Take Posttest 1.

  D. If score on Posttest 1 is not satisfactory, review and take Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Assignment Sheets and Answers

- A. AS 1: Column Alignment
- B. AS 2: Table Alignment from Unarranged Copy
- C. AS 3: Typing a Schedule
- D. AS 4: Arranging a Table in Columns

IV. Posttests and Keys

INFORMATION SHEET

I. Before beginning a tabulation problem, check the typewriter to make sure the paper guide is at zero. Margins should be moved to the far left and far right. All tab stops should be cleared.

II. HEADINGS

A. Main Headings: Main headings should be typed in ALL CAPS! For a two- or three-line heading, only the first line must be all capitalized. The typist should decide whether or not to capitalize lines two and three. Likewise, the typist should decide whether to single or double space between lines of a main heading.

Horizontally center the main heading: Space to the center of the paper (42 for pica; 50 or 51 for elite). From the center point, backspace once for every two characters and spaces. Start typing when you finish backspacing.

For odd-sized paper, insert the paper in the machine and determine the number of horizontal spaces (left to right) by reading the line-of-writing scale at the right edge of the paper. Divide the number of spaces by two to determine the center point.

B. Secondary Headings: The first letter of important words in a secondary heading should be capitalized.

Double space between the main heading and the secondary heading. Always triple space after the final line of the entire heading.

Horizontally center the secondary heading by the same method used for the main heading.

C. Column Headings: The first letter of important words in column headings should be capitalized.

Horizontally center each column heading over its column: Before you can center the column headings, tabs for each column must be set (see Section IV). Then count the number of characters and spaces in the longest item in the column. From the beginning of that column, space forward for one half of the number of characters/spaces in the longest item. Use that point as center point for the column. Center the column heading by backspacing from the column center point; backspace once for every two characters and spaces in the column heading. Begin typing the column heading when you finish backspacing.

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Decide whether or not to underline the column heading. If you decide to underline, you may underline just the column heading itself or you may underline the entire width of the column. Always double space after column headings, regardless of the spacing chosen for the body of the table.

III. VERTICAL SPACING: (up and down)

A. Count every line that will be used in your copy. Remember, double spacing means that you have one blank line between every line of copy, triple spacing means that you have two blank lines between every line of copy. Subtract the total lines used from the number of lines on your paper. Normally, this is 66 lines for a full sheet of paper and 33 lines for a half sheet of paper. For odd-sized paper, remember that there are six vertical spaces per inch. After subtracting, the answer you get gives you the number of blank lines. Half of them should be at the top of your paper and half at the bottom. Therefore, divide by two. This answer gives you the number of blank lines at the top of your paper.

B. Four steps for vertical placement:

1. Count number of lines to be used.
2. Subtract from lines available.
3. Divide by two.
4. Begin on next line for exact center (for correct number of blank lines at top, type on next line).

IV. HORIZONTAL SPACING: (across the page) Two methods for horizontal spacing will be given, counting spaces and backspacing from center.

A. Counting method: Count every space that will be used in the longest line of the copy. This includes the spaces between columns--normally six or eight spaces, but can be as little as three or as much as fifteen. Count carefully, as most mistakes in tabulation occur in the horizontal spacing.

Subtract the total horizontal spaces used from the total horizontal spaces on the paper (85 for pica, 102 for elite). This gives the total blank spaces. Half of this answer determines the left margin.

In order to set up tabulation stops, clear all tab stops; beginning at the left margin, space through the longest line in column one AND the spaces between columns; set tab for second column. Space through longest line in column two AND the spaces between columns; set tab stop for column three. Proceed in this fashion until all tabs are set. If there are headings for each column, these should be centered over the column. Leave space for the headings and do this last. When

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tabulating, type one horizontal line before going to the next. Do not type one column at a time as this usually leads to errors and misplaced lines.

B. Backspacing method: Another method used for horizontal spacing is to space to the center of the paper and backspace once for every two letters and spaces in the longest line of the copy. Do not forget to backspace for the spaces between the columns. Set the margin when you have finished backspacing. Proceed to set tab stops as indicated in the paragraph above.

C. There should be an even number of spaces between columns.

D. Steps for horizontal spacing:

1. Method A: Count every space in the longest line in each column and spaces between columns.

   a. Subtract from total spaces available horizontally.

   b. Divide by two; this answer is your left margin.

2. Method B: Decide where to set left margin by backspacing from center for longest line in each column and spaces between columns.

E. Steps for setting tab stops:

1. Starting at left margin, space forward once for each character or space in longest line in first column.

2. Space forward for each space between columns.

3. Set tab.

4. Repeat steps for each column.

ASSIGNMENT SHEET 1: Column Alignment

Directions: Type the following problem on a full sheet of paper, double spaced. Center the problem vertically and horizontally. Leave 8 or 10 spaces between columns. Add the names of three students from your class. Get the information from them to complete the columns.

STUDENT PLACEMENT BUREAU
Senior Class

Name	Telephone	Experience
Dea Alexander	335-7650	Babysitting
Robert Bennett	334-7821	Sales
Jim Dougan	651-3341	Mowing lawns
Marsha Farrar	335-8903	Typing
Elaine Griffin	651-6566	House cleaning
Mike Jones	334-0123	Yard work
Rita Jones	334-0123	General clerical
Helen Karll	651-8531	Babysitting
Bill Konden	335-9822	Manual labor
Mary Kruse	335-8801	Typing
Holly Lamb	651-0967	Babysitting
Eileen Maynor	334-5481	Filing/typing
Harry Roper	335-9932	Yard work
Danny Scott	334-0954	Sales
Bruce Thomas	651-6654	Manual labor
Kate Walters	334-3201	Typing

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ASSIGNMENT SHEET 2: Table Alignment from Unarranged Copy

Directions: Set up the following table in a form that you feel is acceptable. You may use either a half-sheet or full-sheet format, single or double spacing, and spacing between columns that you feel looks best. Use a calculator to figure the totals. Utilize last six years as column headings (i.e., 86-87).

Heading: Business Lab Enrollment
Name of your school

CLASS	Year						Total
Typing I	67	59	55	51	42	30	
Typing II	17	11	18	11	4	6	
Shorthand I	22	26	20	6	11	7	
Shorthand Review	12	8	11	10	5	7	
Stenoscript	14	17	19	17	16	11	
Business Machines	20	17	25	17	6	6	
Basic Office Skills	1	0	5	13	6	2	
TOTALS							

ASSIGNMENT SHEET 3: Typing a Schedule

Directions: Starting with the second Tuesday in April, your high school has scheduled a track meet for each Tuesday and Saturday of the month. Look up the correct dates on the calendar and complete the following schedule. Type the schedule in column form.

Heading: Name of your high school, Track & Field Schedule, Current year

Date & Day of Week Opponent Site Meet Time

Tuesday, April ___ Charleston & Kennett Home 2:30 p.m.

Saturday, April ___ Parkway West Parkway High School 10:30 a.m.

Tuesday, April ___ Fox of Arnold Arnold 4:00 p.m.

Saturday, April ___ Sikeston, Dexter, Home 9:30 a.m.
Notre Dame,
Perryville
Tuesday, April ___ Central High Home 2:00 p.m.

Saturday, April ___ Murdale Invitational
Murphysboro, Ill. 9:00 a.m.

NOTE TO STUDENT: Your teacher may prefer to change this assignment so that the names will correspond to high schools in your area. This may make the problem more meaningful.

ASSIGNMENT SHEET 4: Arranging a Table in Columns

Directions: Using the information given below, prepare a table with the heading "Selected Sales Prospects." The table should include three columns: Name, Address, Telephone Number.

Claude Allen, 317 S. Middle, 335-7606

Valerie Arnold, 2850 Lear, 334-4921

Pam Back, Rt. 1, 334-5356

Irvin Bagby, 804 S. Pacific, 334-7005

Madeline Barborek, 1030 Broadway, 334-8995

Phillip Barnhart, 1212 Tillaree Ln., 334-2034

Greg Beussink, 1417 David, 335-1363

Anthony Cagle, 2723 Luce, 335-6410

Alex E. Cantrell, 2948 Bloomfield, 334-5936

Wanda Cartee, Rt. W, 334-9577

Jewell Cox, 3110 Wisteria, 334-4064

Clara Davidson, 1706 Fremont, 334-3996

James D. Garner, 1715 Westridge Dr., 334-2291

Lou Hannaford, 2712 Leroy, 334-6867

Kim Inman, 2545 Peach Tree, 334-3806

Larry Kingree, 1419 N. Clark, 335-7871

Ray L. McNeely, Rt. 4, 334-0147

Lloyd F. Stone, 1751 Themis, 334-2151

Bertha Unterreiner, 1441 Luce, 335-6323

Larry Yarbro, 1924 College, 335-7257

*OPTIONAL ASSIGNMENT: Select approximately 20 names from the local telephone book. Complete the problem by looking up information in telephone book to prepare a list using three columns: Name, Address, Telephone Number. Your heading could be "Selected Sales Prospects" or "Mailing List." If you use "Mailing List," you may want to use "City, State, Zip" as third column instead of telephone number.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

Left Margin - 24
Begin on Line 11

STUDENT PLACEMENT BUREAU
Senior Class

Name	Telephone	Experience
Dea Alexander	335-7650	Babysitting
Robert Bennett	334-7821	Sales
Jim Dougan	651-3341	Mowing lawns
Marsha Farrar	335-8903	Typing
Elaine Griffin	651-6566	House cleaning
Mike Jones	334-0123	Yard work
Rita Jones	334-0123	General clerical
Helen Karll	651-8531	Babysitting
Bill Konden	335-9822	Manual labor
Mary Kruse	335-8801	Typing
Holly Lamb	651-0967	Babysitting
Eileen Maynor	334-5481	Filing/typing
Harry Roper	335-9932	Yard work
Danny Scott	334-0954	Sales
Bruce Thomas	651-6654	Manual labor
Kate Walters	334-3201	Typing

NOTE TO TEACHER: Students should insert the three extra names in alphabetical order. Solutions will vary since different names will be added by each student.

Assignment Sheet 2

Students should start typing on line 22. Left margin should be at 11. Column headings will be the last six years.

BUSINESS LAB ENROLLMENT

______________________ School (may be all caps)

CLASS	YEAR						
	86-87	85-86	84-85	83-84	82-83	81-82	TOTAL
Typing I	67	59	55	51	42	30	304
Typing II	17	11	18	11	4	6	67
Shorthand I	22	26	20	6	11	7	92
Shorthand Review	12	8	11	10	5	7	53
Stenoscript	14	17	19	17	16	11	94
Business Machines	20	17	25	17	6	6	91
Basic Office Skills	1	0	5	13	6	2	22
TOTALS	153	138	153	125	90	69	728

NOTE TO TEACHER: Students need to use a 10-key calculator for this problem. They can verify totals by cross checking.

Assignment Sheet 3

CENTRAL HIGH SCHOOL
Track & Field Schedule
19__ - __

Date & Day of Week	Opponent	Site	Meet Time
April__, Tuesday	Charleston & Kennett	Home	2:30 p.m.
April__, Saturday	Parkway West	Parkway High School	10:30 a.m.
April__, Tuesday	Fox of Arnold	Arnold	4:00 p.m.
April__, Saturday	Sikeston, Dexter, Notre Dame, Perryville	Home	9:30 a.m.
April__, Tuesday	Central High	Home	2:00 p.m.
April__, Saturday	Murdale Invitational	Murphysboro, Illinois	9:00 a.m.

NOTE TO TEACHER: Solutions will vary because of dates and because students may use more or fewer spaces between columns. Style may also vary.

Assignment Sheet 4

Start typing on Line 12. Left margin is to be set at 19.

SELECTED SALES PROSPECTS

Name	Address	Telephone
Claude Allen	317 S. Middle	335-7606
Valerie Arnold	2850 Lear	334-4921
Pam Back	Rt. 1	334-5356
Irvin Bagby	804 S. Pacific	334-7005
Madeline Barborek	1030 Broadway	334-8995
Phillip Barnhart	1212 Tillaree Ln.	334-2034
Greg Beussink	1417 David	335-1363
Anthony Cagle	2723 Luce	335-6410
Alex E. Cantrell	2948 Bloomfield	334-5936
Wanda Cartee	Rt. W	334-9577
Jewell Cox	3110 Wisteria	334-4064
Clara Davidson	1706 Fremont	334-3996
James D. Garner	1715 Westridge Dr.	334-2291
Lou Hannaford	2712 Leroy	334-6867
Kim Inman	2545 Peach Tree	334-3806
Larry Kingree	1419 N. Clark	335-7871
Ray L. McNeely	Rt. 4	334-0147
Lloyd F. Stone	1751 Themis	334-2151
Bertha Unterreiner	1441 Luce	335-6323
Larry Yarbro	1924 College	335-7257

POSTTEST 1

Directions: Type the following problem in acceptable form, tabulating both vertically and horizontally. For the column on "rank," the port with the highest amount of tonnage should be ranked "1," the next highest "2," and so on, with the least amount as "15."

Heading: Commerce at Principal U.S. Ports

```
Harbor         Rank            Tonnage

St. Louis, MO       71,472,381
Boston, MA                    22,610,760
Bridgeport, CT      3,426,096
Falls River, MA               3,541,631
Gloucester, MA      326,204
New Orleans, LA          24,771,892
New Bedford, MA          658,657
New Haven, CT  11,296,113
London, CT               1,431,458
Norwalk, CT              1,106,521
Portland, ME        27,237,553
Providence, RI      9,471,235
Salem, MA           1,486,468
New York, NY                  83,114,982
Newport News, VA         3,998,700
```

Unit II - Typing Review
Lesson 6 - Tabulation

POSTTEST 2

Directions: Figure the bonuses for the following salespersons. Also figure totals for sales and bonus. Double space this problem on a full sheet of paper.

Sales Figures and Bonuses
Week Ending March 19, 19__

Salesperson	Sales	Bonus Rate	Bonus
Gregg Mayfield	$2750	5%	
Ronda Jones	2480	4%	
April Evans	2320	5%	
Kevin Murphy	2980	3%	
Timothy Heflin	2200	2½ %	
Sheila Weber	3330	4%	
Bill May	2760	4%	
Christie Abernathy	3400	3½ %	
Darrin Aubuchon	2460	7%	
Clint Estes	2980	6%	______
Total			

POSTTEST 1 KEY

Start typing on line 17. Left margin is at 27.

COMMERCE AT PRINCIPAL U.S. PORTS

Harbor	Rank	Tonnage
St. Louis, MO	2	71,472,381
Boston, MA	5	22,610,760
Bridgeport, CT	10	3,426,096
Falls River, MA	9	3,541,631
Gloucester, MA	15	326,204
New Orleans, LA	4	24,771,892
New Bedford, MA	14	658,657
New Haven, CT	6	11,296,113
London, CT	12	1,431,458
Norwalk, CT	13	1,106,521
Portland, ME	3	27,237,553
Providence, RI	7	9,471,235
Salem, MA	11	1,486,468
New York, NY	1	83,114,982
Newport News, VA	8	3,998,700

POSTTEST 2 KEY

Start typing on line 19. Left margin is set at 17.

SALES FIGURES AND BONUSES

WEEK ENDING MARCH 19, 19__

Salesperson	Sales	Bonus Rate	Bonus
Gregg Mayfield	$ 2,750	5%	$ 137.50
Ronda Jones	2,480	4%	99.20
April Evans	2,320	5%	116.00
Kevin Murphy	2,980	3%	89.40
Timothy Heflin	2,200	2½%	55.00
Sheila Weber	3,330	4%	133.20
Bill Max	2,760	4%	110.40
Christie Abernathy	3,400	3½%	119.00
Darrin Aubuchon	2,460	7%	172.20
Clint Estes	2,980	6%	178.80
Total	$27,660		$1,210.70

LESSON OBJECTIVE

Given a one-page rough draft business report, the student will organize, correct, and type a copy of the report with 90 percent accuracy within 20 minutes.

SUGGESTED ACTIVITIES

I. Instructor

   A. This lesson should be covered late in the first quarter or early in the second quarter.

   B. Information sheet should be distributed to each student.

   C. Using the handout (HO 1) present information to students on proper form for typing the informal business report.

   D. Have students complete assignment sheets in class. Consider using Assignment 1 as a microcomputer word processing assignment; it provides excellent input and proofreading material.

   E. Evaluate student progress.

   F. Give Posttest 1.

   G. Students who do not score well on this test should take Posttest 2.

II. Student

   A. Read and discuss objectives and information sheets.

   B. Study the handout.

   C. Complete the assignment sheets.

   D. Take Posttest 1.

   E. If score on Posttest 1 is not satisfactory, review and take Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Handout

    A. HO 1: Format for Business Reports

IV. Assignment Sheets and Answers

    A. AS 1: Preparing a Business Report
    B. AS 2: Organize and Prepare a Business Report
    C. AS 3: Preparing a Business Report from Unarranged Copy

V. Posttests and Keys

INFORMATION SHEET

I. Preparing a business report

   A. Occasionally some problem in a business will come to the attention of the business executive. In order to make a fair and consistent decision about the problem, it must be investigated. After it is investigated by a committee or some person appointed by the business executive, a report of the analysis and conclusions is drafted. You may have the responsibility of organizing and typing the report in final form.

   B. The informal or standard business report is usually divided into three sections:

      1. Definition or statement of the problem

      2. Analysis of the problem

      3. Recommendations for solving the problem or conclusions concerning the problem

   C. The standard business report should be concise but complete.

II. Guidelines for typing business reports

   A. Use a one-inch margin on both sides and at the top and bottom.

   B. Single space the body for compactness.

   C. A five-space paragraph indentation is acceptable, but the latest trend is not to indent.

   D. Center the heading and type in all caps on line 7. (If the heading is very long, use two lines.)

   E. Minimize the blank lines. (Instead of leaving two blank lines before sideheadings as in the manuscript style, leave only one blank line between these sections.)

   F. Subheadings should include whom the report is submitted to, who submitted the report, and the date.

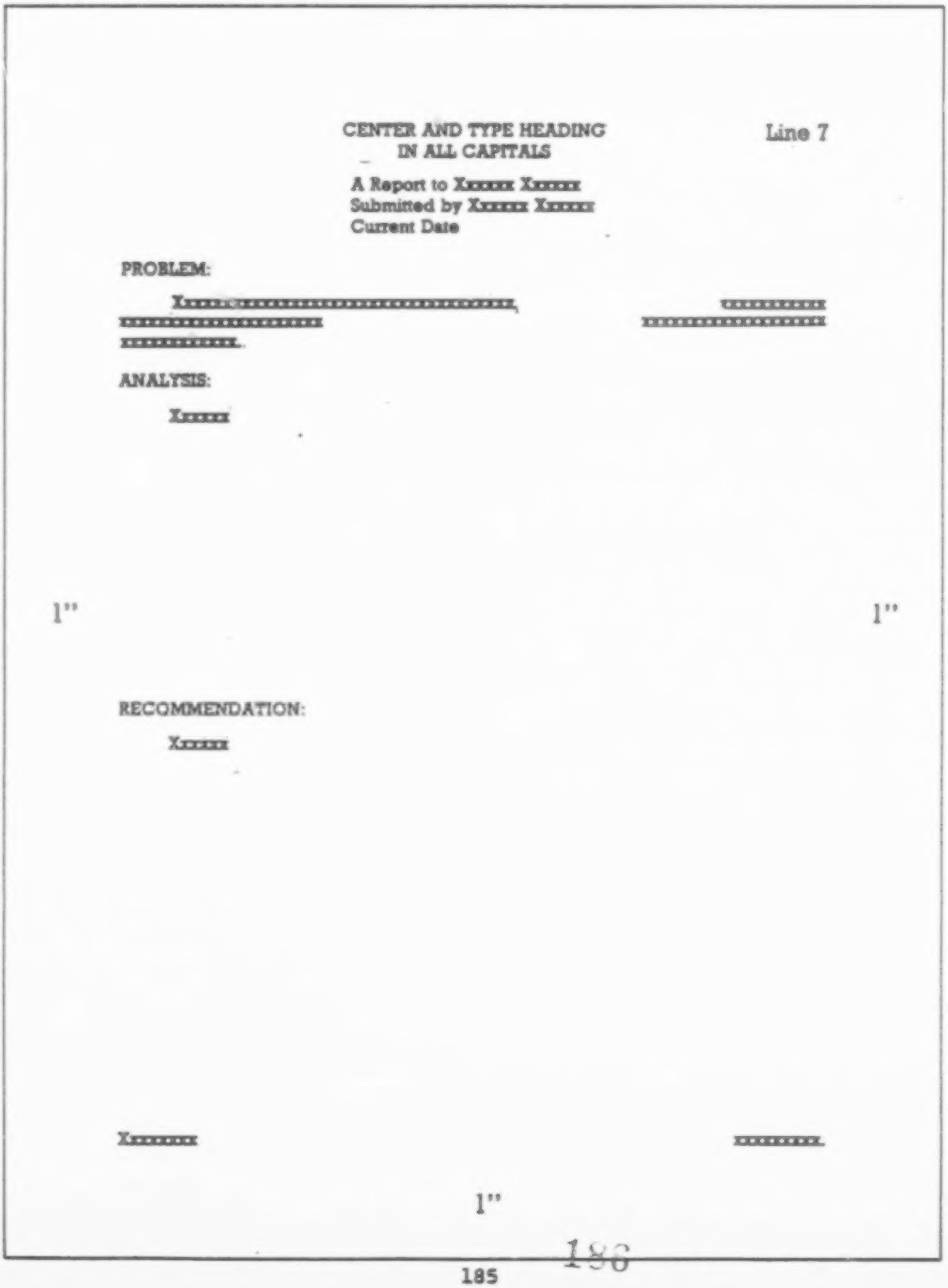
   G. Center the subheadings. (Backspace from the center point to center the longest line; begin all subheadings at this point.) It is not incorrect to center each subheading; however, it is much more time consuming. Single space subheadings. Triple space after subheadings.

H. Try to keep the report short. However, if it is necessary to use more than one page, type a shortened form of the heading at the left margin, and the page number at the right margin on line 4. Triple space and continue the text on line 7.

I. Numbered paragraphs should be indented five spaces from both margins.

HO 1

FORMAT FOR BUSINESS REPORTS



CENTER AND TYPE HEADING
IN ALL CAPITALS

Line 7

A Report to Xxxxxx Xxxxxx
Submitted by Xxxxxx Xxxxxx
Current Date

PROBLEM:

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, xxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxx.

ANALYSIS:

Xxxxxx

1"

1"

RECOMMENDATION:

Xxxxxx

Xxxxxxxx

xxxxxxxxx.

1"

ASSIGNMENT SHEET 1: Preparing a Business Report

Directions: Organize and type the following business report. Proofread carefully.

Heading information: Letter Styles, Submitted to Charles L. Black, by Harriet McElliot, Office Manager

PROBLEM: Employees in the information processing center have complained that there is no consistency among the various departments regarding letter styles. They are often requested to change correspondence because a letter has not been prepared in the style preferred by that particular department head. Occasionally, there is even inconsistency within a department among the various members of the department who dictate correspondence. Because of this confusion and the waste of time and supplies resulting from it, my committee was asked to investigate the problem and arrive at recommendations for alleviating the problem.

ANALYSIS: The members of the information processing center were asked for their opinions regarding the letter style they preferred. Because of its simplicity and ease of typing, they preferred the block style.

Sample letters in block style and modified block style were submitted to department heads. Advantages and disadvantages of each style were attached to the sample letters. Each department head was asked to poll the members of the staff who dictate correspondence.

Even though there was agreement among all members of the staff that the block style would be faster and easier to type, the department heads thought that style did not appear balanced on our company letterhead. They also felt that it did not fit the conservative image of our company.

SOLUTION: After the department heads were made aware of the inconsistency and complaints of the information processing center, they all agreed that our company should have one letter style for use throughout the company.

Even though the members of the information processing center preferred the block style, it was decided to use the modified block style for all correspondence.

A memo with this directive has been sent to all department heads. The members of the information processing center have been informed of this decision and have a sample letter in the modified block style to be consulted until they become familiar with the style.

ASSIGNMENT SHEET 2: Organize and Prepare a Business Report

Directions: Organize and prepare the following business report. Proofread carefully and correct all errors.

Heading: PROCEDURE FOR PREPARING REPORTS, Report to Steward J. Jones, Submitted by Margaret Plantough, Current Date.

PROBLEM: All our salesmen are required to submit daily reports of their calls on customers. It has been suggested that each salesman be given a dictating machine to enable the salesman to expedite reports and hopefully make more calls on customers in the time saved.

The assignment was to determine if such a plan would be desirable from the standpoint of increased sales, economy of time and money, and efficiency.

PROCEDURE: In order to determine if the use of dictating equipment would be advisable, the following experiment was performed:

1. Five salesmen were selected to participate in the experiment.

2. Each salesman was given dictating equipment and training on use of the equipment.

3. Each of the salesmen kept a detailed record of the time required to prepare the report using the dictating equipment and the method of writing the report in longhand.

4. Each salesman then prepared a written report giving his evaluation of using both methods of preparing the daily reports.

5. In the office, we measured the time required to transcribe the dictated reports, estimated the cost of transcribing them, and judged the ease with which the new procedure could be implemented into the office routine.

6. A detailed comparison of the two methods was prepared.

RECOMMENDATION: It is recommended that the current plan of having the salesmen prepare their own reports be continued for the following reasons:

1. The salesmen preferred writing out the reports to using the transcribing equipment.

2. Since most of the reports are prepared in the evening, no "selling time" would be lost.

3. No "reporting time" was saved by the salesmen since each of them prepared a handwritten preliminary plan.

4. The additional investment in transcribing equipment for each salesman would be prohibitive.

Unit II - Typing Review
Lesson 7 - Business Reports

ASSIGNMENT SHEET 3: Preparing a Business Report from Unarranged Copy

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Directions: Prepare the following business report in correct form. Check for spelling errors and make all rough-draft corrections.

Title: CONSISTANTCY IN OFFICE PROCEDURES

For: St. Francis Medical Center By: Kevin Welch, Education Director

PROBLEM: Many Department Heads have complained to me that their is no consistency among the departments in many of our office procedures.

They are having trouble with filing, business forms, letter styles, ~~and~~ spelling, ~~The~~ department heads and business dress.

ANALYSIS: It would seem that each department in the hospital makes it's own rules regarding letter styles and filing arrangement. While each department may be using an acceptable business practice, their is no consistency amoung the departments. As far as the spelling is concerned, this seems to be a universal complaint. The inconsistency in business dress seems to be a result of the lack of a dress code for office employees, even though the nurses and technicians have a very strict dress code.

SOLUTION: Each one of these complaints must be handled in a different manner:

Filing: The office manager for each department should attend a workshop on filing. At the end of the workshop, these managers should decide on the appropriate filing systems and procedures to be used in each department. As much as possible, the same systems should be used throughout the hospital.

Spelling: ALL members of the office staff will attend a workshop on spelling. For several weeks the spelling will be checked for each employee. If poor spelling habits persist, an additional workshop will be offered.

Business Forms and Letter Styles: All office managers will review the forms and letter styles used. They will decide on which forms and should be used consistently. They will also decide on one letter style which will be used throughout the hospital.

Dress Code: All Department Heads will meet to establish a dress code for ~~each~~ all departments. Following the establishment of the dress code, a printed copy of the code willbe issued to each office employee. Except for rate instances, the dress code will be followed.

Unit II - Typing Review
Lesson 7 - Business Reports

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

LETTER STYLES

A Report to Charles L. Black
Submitted by Harriet McElliot, Office Manager
February 6, 1984

PROBLEM:

Employees in the information processing center have complained that there is no consistency among the various departments regarding letter styles. They are often requested to change correspondence because a letter has not been prepared in the style preferred by that particular department head. Occasionally, there is even inconsistency within a department among the various members of the department who dictate correspondence. Because of this confusion and the waste of time and supplies resulting from it, my committee was asked to investigate the problem and arrive at recommendations for alleviating the problem.

ANALYSIS:

The members of the information processing center were asked for their opinions regarding the letter style they preferred. Because of its simplicity and ease of typing, they preferred the block style.

Sample letters in block style and modified block style were submitted to department heads. Advantages and disadvantages of each style were attached to the sample letters. Each department head was asked to poll the members of the staff who dictate correspondence.

Even though there was agreement among all members of the staff that the block style would be faster and easier to type, the department heads thought that style did not appear balanced on our company letterhead. They also felt that it did not fit the conservative image of our company.

SOLUTION:

After the department heads were made aware of the inconsistency and complaints of the information processing center, they all agreed that our company should have one letter style for use throughout the company.

Even though the members of the information processing center preferred the block style, it was decided to use the modified block style for all correspondence.

A memo with this directive has been sent to all department heads. The members of the information processing center have been informed of this decision and have a sample letter in the modified block style to be consulted until they become familiar with the style.

NOTE: Paragraphs may be blocked or indented.

Assignment Sheet 2

PROCEDURE FOR PREPARING REPORTS

Report to Steward J. Jones
Submitted by Margaret Plantough
Current Date

PROBLEM:

All our salesmen are required to submit daily reports of their calls on customers. It has been suggested that each salesman be given a dictating machine to enable the salesman to expedite reports and hopefully make more calls on customers in the time saved.

The assignment was to determine if such a plan would be desirable from the standpoint of increased sales, economy of time and money, and efficiency.

PROCEDURE:

In order to determine if the use of dictating equipment would be advisable, the following experiment was performed.

1. Five salesmen were selected to participate in the experiment.

2. Each salesman was given dictating equipment and training on use of the equipment.

3. Each of the salesmen kept a detailed record of the time required to prepare the report using the dictating equipment and the method of writing the report in longhand.

4. Each salesman then prepared a written report giving his evaluation of using both methods of preparing the daily reports.

5. In the office, we measured the time required to transcribe the dictated reports, estimated the cost of transcribing them, and judged the ease with which the new procedure could be implemented into the office routine.

6. A detailed comparison of the two methods was then prepared.

RECOMMENDATION:

It is recommended that the current plan of having the salesmen prepare their own reports be continued for the following reasons:

1. The salesmen preferred writing the reports to using the transcribing equipment.
2. Since most of the reports are prepared in the evening, no "selling time" would be lost.
3. No "reporting time" was saved by the salesmen since each of them prepared a handwritten preliminary plan.
4. The additional investment in transcribing equipment for each salesman would be prohibitive.

NOTE: This key shows a second page heading. If the report is typed on an elite machine, it will fit on a single page.

Assignment Sheet 3

CONSISTENCY IN OFFICE PROCEDURES

Submitted to St. Francis Medical Center
Submitted by Kevin Welch, Education Director
Current Date

PROBLEM:

Many department heads have complained to me that there is no consistency among the departments in many of our office procedures. They are having trouble with filing, business forms, letter styles, spelling, and business dress.

ANALYSIS:

It would seem that each department in the hospital makes its own rules regarding letter styles and filing arrangement. While each department may be using an acceptable business practice, there is no consistency among the departments. As far as the spelling is concerned, this seems to be a universal complaint. The inconsistency in business dress seems to be a result of the lack of a dress code for office employees, even though the nurses and technicians have a very strict dress code.

SOLUTION:

Each one of these complaints must be handled in a different manner:

Filing: The office manager for each department should attend a workshop on filing. At the end of the workshop, these managers should decide on the appropriate filing systems and procedures to be used in each department. As much as possible, the same systems should be used throughout the hospital.

Spelling: ALL members of the office staff will attend a workshop on spelling. For several weeks the spelling will be checked for each employee. If poor spelling habits persist, an additional workshop will be offered.

Business Forms and Letter Styles: All office managers will review the forms and letter styles used. They will decide which forms should be used consistently. They will also decide on one letter style which will be used throughout the hospital.

Dress Code: All department heads will meet to establish a dress code for all departments. Following the establishment of the dress code, a printed copy of the code will be issued to each office employee. Except for rare instances, the dress code will be followed.

Unit II - Typing Review
Lesson 7 - Business Reports

POSTTEST 1

Directions: Check for errors and prepare a corrected copy of the following business report. Use current date.

HEADING: PROPER OFFICE Apparel, Submitted to (your teacher's name), by (your name).

PROBLEM: Since many of our students have had no previous office experience, they may not be aware of the "unwritten" dress code for office personal. It was suggested that an investigation be made into the guidelines to follow when selecting a wardrobe for the beginning office worker.

PROCEDURE: In completing this investigation, several personnel directors from local businesses were interviewed. ~~They made some worthwhile suggestions.~~ All five people interviewed stated that their companies have written dress codes. The written dress code is a part of company policy; ~~and~~ all new employees are given a copy of the policy handbook and it is discussed at the orientation meeting.

Office managers from several smaller companies did not use written dress codes. However, they said that their staffs are so small that they discuss the dress code with each new employee individually.

GUIDELINES: Following are the suggestions made by all those interviewed regarding the guidelines for office apparel:

1. Dress conservatively as "faddish" clothes or hairdos are distracting to other members of the staff.
2. Never wear jeans unless some particular duty warrants it. (~~Eg~~ e.g. inventory or printing)
3. If there is no written dress code, consult someone who has worked in the office for some time regarding the wearing of slacks.
4. When buying your wardrobe, select several good outfits in basic colors such as navy or burgundy. Select blouses or sweaters that can be "mixed" with both outfits for variety.
5. When buying anything new for your wardrobe, ask the question~~s~~, "Can I wear this outfit to work?"

Also, you may be judged by how you look instead of by how you work.

POSTTEST 2

Directions: Organize and prepare the following business report. Proofread carefully.

Heading: IMPORTANCE OF LISTENING, Submitted to Dr. Harley Blackston, by Harvey L. Smythe, Current date.

PROBLEM: Because the price paid annually for poor listening ability in the business world is quite high, you asked that we investigate the problems of poor listening in the office. Although offices are normally not considered as profit making, good communications contribute to the profit of a company and poor communications are considered hidden costs.

ANALYSIS:

The two types of listening activities that are most critical in the business world and in office settings are listening to instructions and educational listening. Listening to instructions is used every work day while educational listening is used most often in scheduled training sessions, orientation to employment processes, and in briefings on company regulations.

Retention of information is the expected result of any listening activity. Following the instructions given or absorbing information presented during educational listening activities should result when an employee listens effectively.

The two chief distinguishing characteristics of good listening ability are those of thinking and concentration.

RECOMMENDATIONS: The following guidelines are suggested to make employees aware of the importance of good listening and whether or not they are good listeners:

1. Hire a consultant to present a two-hour workshop for all staff members on the importance of good listening.

2. As part of this workshop, instruct employees on how to evaluate their listening skills.

3. Use some of the simple "tests" exercises for "testing" the listening skill of each employee.

4. At periodic intervals, try the exercises again to evaluate any changes in listening habits.

In the final analysis, we cannot "make" people be good listeners. We can make them aware of good listening habits and hope they will try to improve their own listening skills.

POSTTEST 1 KEY

PROPER OFFICE APPAREL

Submitted to (Teacher's Name)
Submitted by (Student's Name)
Current Date

PROBLEM:

Since many of our students have had no previous office experience, they may not be aware of the "unwritten" dress code for office personnel. It was suggested that an investigation be made into the guidelines to follow when selecting a wardrobe for the beginning office worker.

PROCEDURE:

In completing this investigation, several personnel directors from local businesses were interviewed. All five people being interviewed stated that their companies have written dress codes. The written dress code is a part of company policy. All new employees are given a copy of the policy handbook and it is discussed at the orientation meeting.

Office managers from several smaller companies did not use written dress codes. However, they said that their staffs are so small that they discuss the dress code with each new employee individually.

GUIDELINES:

Following are the suggestions made by all those interviewed regarding the guidelines for office apparel:

1. Dress conservatively as "faddish" clothes or hairdos are distracting to other members of the staff. Also, you may be judged by how you look instead of by how you work.

2. Never wear jeans unless some particular duty warrants it (e.g., inventory or printing).

3. If there is no written dress code, consult someone who has worked in the office for some time regarding the wearing of slacks.

4. When buying your wardrobe, select several good outfits in basic colors such as navy or burgundy. Select blouses or sweaters that can be "mixed" with both outfits for variety.

5. When buying anything new for your wardrobe, ask the question, "Can I wear this outfit to work?"

POSTTEST 2 KEY

IMPORTANCE OF LISTENING

Submitted to Dr. Harley Blackston
Submitted by Harvey L. Smythe
Current Date

PROBLEM:

Because the price paid annually for poor listening ability in the business world is quite high, you asked that we investigate the problems of poor listening in the office. Although offices are normally not considered as profit making, good communications contribute to the profit of a company and poor communications are considered hidden costs.

ANALYSIS:

The two types of listening activities that are most critical in the business world and in office settings are listening to instructions and educational listening. Listening to instructions is used every work day while educational listening is used most often in scheduled training sessions, orientation to employment processes, and in briefings on company regulations.

Retention of information is the expected result of any listening activity. Following the instructions given or absorbing information presented during educational listening activities should result when an employee listens effectively.

The two chief distinguishing characteristics of good listening ability are thinking and concentration.

RECOMMENDATIONS:

The following guidelines are suggested to make employees aware of the importance of good listening and whether or not they are good listeners:

1. Hire a consultant to present a two-hour workshop for all staff members on the importance of good listening.
2. As part of this workshop, instruct employees on how to evaluate their listening skills.
3. Use some of the simple test exercises for testing the listening skill of each employee.
4. At periodic intervals, try the exercises again to evaluate any changes in listening habits.

In the final analysis, we cannot "make" people be good listeners. We can only make them aware of good listening habits and hope they will try to improve their own listening skills.

LESSON OBJECTIVE

Given the necessary information to compile and compose a short manuscript, the student will select information, compose, and type the manuscript with 90 percent accuracy within 40 minutes.

SUGGESTED ACTIVITIES

I. Instructor

  A. This lesson should be covered in the second semester, as it requires some composing by the student.

  B. Information sheets should be distributed to each student.

  C. Present information on proper format for preparing a manuscript.

  D. Have students complete assignment sheets in class. Part B of AS 2 (footnote review) is optional; indicate whether or not students should complete Part B.

  E. Check assignment sheets for "mailability."

  F. Give Posttest 1 on typing the manuscript.

  G. Give Posttest 2 for composing and typing a short manuscript.

II. Student

  A. Read and discuss objectives, information sheets, and handout.

  B. Study transparency.

  C. Complete all three assignment sheets in class.

  D. Type the manuscript for Posttest 1.

  E. If manuscript is not satisfactory, review and complete Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

200

II. Information Sheets

III. Handout

- A. HO 1: Visual Guide for an Unbound Manuscript

IV. Transparency Masters

- A. TM 1: Title Page
- B. TM 2: Table of Contents

V. Assignment Sheets and Answers

- A. AS 1: Table of Contents and Title Page
- B. AS 2: Body of the Report (Optional Footnote Review)
- C. AS 3: Preparing a Manuscript from Rough Copy

VI. Posttests and Keys

INFORMATION SHEET

I. The formal business report is usually prepared in manuscript style which is commonly used for longer reports that consist of several chapters or sections. The manuscript may consist of several parts:

   A. Title page (TM 1)

      1. Title should be centered in all caps on line 15.

      2. The words "Prepared for" are centered on line 33 and the name of the person or company requesting the manuscript is centered on the next line. The address of the person or company is optional. If used, center below the name.

      3. The words "Prepared by" are centered approximately two inches from the bottom, followed by name of preparer, centered on next line. Address of preparer is also optional.

      4. Date manuscript is to be completed should be centered and double-spaced below section "Prepared by."

   B. Table of contents (TM 2)

      1. Required only for long manuscripts consisting of several sections or chapters. It lists the major headings of the manuscript and the beginning page numbers.

      2. The heading "Table of Contents" or "Contents" should be centered and typed in all caps approximately two inches from top of page. (This can vary depending on the length of the table of contents.)

      3. Triple space after the title.

      4. The information processor can double space the entire body of the table of contents or double space between major headings and single space between subheadings.

      5. Headings should be typed at the left margin; beginning page numbers should be typed and aligned at the right margin.

      6. Use leaders (period, space, period) to direct the reader's eye from the headings to the page number. In order to assure that leaders are aligned properly, check the paper bail scale to see if you type the first period on an "odd" or "even" space. If odd, type all leaders in following

lines on odd-numbered spaces. If even, type all leaders in following lines on even-numbered spaces.

C. Body of Report (HO 1)

   1. Two-inch top margin on first page

   2. Other pages: place the page number at the right margin, on line 4, triple space before continuing the body of manuscript.

   3. One-inch side and bottom margins for unbound manuscripts. If manuscript is to be bound at left, use 1 1/2" left margin. When centering headings for a manuscript bound at left, move center point three spaces to the right.

   4. Double space the body of the report, using a five-space paragraph indention.

   5. The title is centered in all capitals on line 13 (leaving a two-inch top margin) and followed by two blank lines before typing the body of manuscript.

   6. Subheadings are usually typed at the left margin and underscored. Subheadings are preceded by two blank lines and followed by one blank line.

D. Footnotes

   1. Each footnote should appear at the bottom of the page on which it is referenced.

   2. Separate the body from the footnotes by a 1 1/2-inch underscore. Single space before the underscore; double space after the underscore.

   3. Number each footnote according to its reference using a number typed slightly above the line.

   4. Indent each footnote using the same indention used in the body of the manuscript (usually 5 spaces).

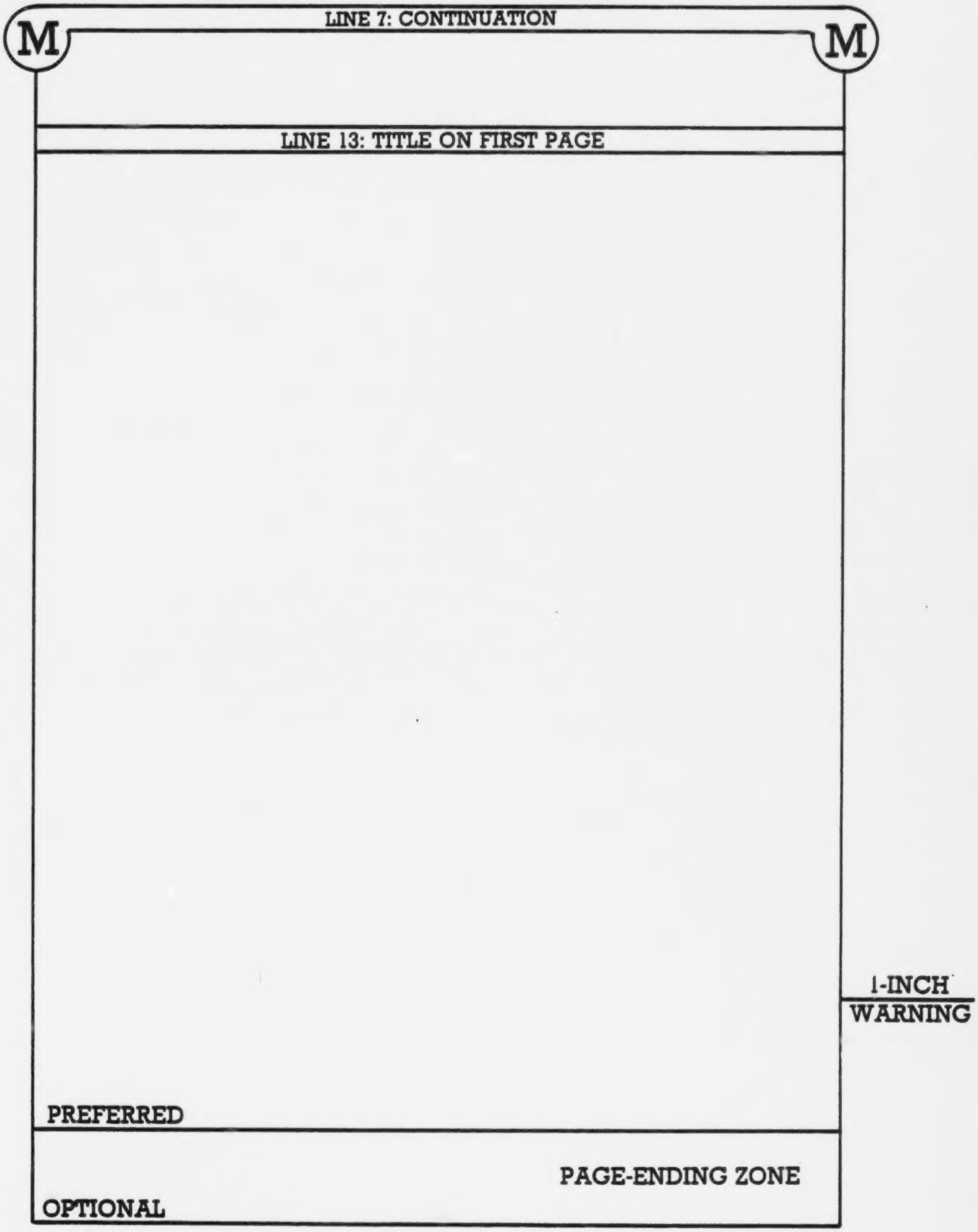
   5. Single space each footnote entry; double space between footnotes.

   6. Format each footnote to show author(s), title, publication, page. Example: John Naisbitt, Megatrends, (New York: Warner Books, Inc., 1982), p. 110.

Page Number ○ **HO 1**

Visual Guide For An Unbound Manuscript

Consisting of More Than One Page


M
LINE 7: CONTINUATION
M
LINE 13: TITLE ON FIRST PAGE
1-INCH
WARNING
PREFERRED
PAGE-ENDING ZONE
OPTIONAL

TM 1

Title Page

↓

TITLE IN CAPITAL LETTERS **Line 15**

↓

Prepared for
(DS)
Teacher's Name
Class Name
School Name

Line 30 - 35

↓

Prepared by
(DS)
Your Name
Your Address
(DS)
Date

Line 50 - 55

TM 2

Table of Contents
Leftbound Manuscript

②"

TABLE OF CONTENTS

Ⓣ Ⓢ

Research Personnel 2

    Main Laboratory 3

    Field Laboratory at Gregory 5

    Field Laboratory at St. Martens 7

History of Project 9

Current Experiments 13

Proposed Projects 20

    Funds Available 23

    Physical Needs 25

    Personnel Needs 29

Grant Proposal 35

DS

(LEADERS)

ASSIGNMENT SHEET 1: Table of Contents and Title Page

PART A: Directions: Using plain paper, type the following table of contents. Don't forget the leaders.

Letter of Transmittal - Page ii
Table of Contents - Page iii
List of Tables - Page iv
List of Charts - Page v

Chapter
I. Report of the President - Page 1
    Company Operations - 1
    Research and Development - 3
    Manufacturing - 5
II. Report on Board of Directors - 8
III. Consolidated Financial Statements - 9
    Statement of Earnings - 9
    Balance Sheet - 11
    Comparative Balance Sheets - 13
IV. Property, Plant, and Equipment - 17
V. Inventories - 18

PART B: Directions: Using plain paper, type a title page for a manuscript using the following information.

a. Title: CONTROLLING OFFICE COSTS
b. For: (Teacher's Name and Course Title)
c. By: (Student's Name)
d. At: (School Name, City, State and Zip Code)
e. On: (Current Date)

ASSIGNMENT SHEET 2: Body of the Report (Optional Footnote Review)

Part A: Directions: Type the manuscript in the style shown. Refer to the information sheet Section C, Body of the Report.

Part B: Directions: (Optional) Type the additional paragraph as paragraph 7. Indicate footnote reference as shown. Position footnote correctly at the bottom of page 2. Refer to the information sheet Section D, Footnotes.

TEAMWORK IN THE OFFICE

Have you ever been on an athletic team? Most of us have experienced this. Perhaps we didn't make the varsity basketball team at school; but probably each of us has played on a volleyball team at the park or played a pick-up game of softball in our neighborhood. Think for a minute of the teamwork that is needed even on such a casual athletic team. A softball team may have an excellent pitcher, but if the infield players can't stop the ball, the opposing team will score run after run. One good athlete does not make a sports team. It takes a united effort to win.

Likewise, teamwork is necessary in the business office. Each member of this "team" must perform well in order for the office to "win." In fact, office workers may belong to several "teams" at work. One team is the immediate office which might include several clerical workers. For instance, you may work in the Purchasing Office. Another team is the entire business; the Purchasing Office may be one department of a large firm manufacturing industrial cable. Still another team is the nationwide corporation which owns the manufacturing firm. What is your role on each of these teams?

Since the Purchasing Office is the immediate team, the one in which you work most closely, you should first devote yourself to developing the teamwork spirit in this group. Teamwork means that you always give your best effort in two areas.

One area in which you must excel is your work. Be prompt and observe the time limits on breaks, lunch hours, and dismissal. Work steadily while on the job. Use your keyboarding and proofreading skills to produce work that is top quality. Work beyond your initial assignments: keep your work area neat without being told; replenish supplies when you see they are low; offer to help a coworker if you finish early; be alert to additional steps you can take to polish a job (for example, make copies if a memo indicates they will be needed). Imagine how smoothly office work could flow if each member of the office "team" worked in this fashion.

An equally important teamwork area is personal relations. Team members care about each other. They offer friendly greetings. They remember others' important dates and events. They notice if another is ill or distressed. They are courteous and considerate of others and of others' property. Each office worker should strive to make the office a pleasant workplace for others.

A team spirit in work and in personal relations will help you succeed in your immediate office. Is there also a team spirit needed on the larger, more indirect teams--the entire firm and the nationwide corporation? Yes, there is. The correct team spirit in these areas is one of recognizing authority. In order for your Purchasing Office to run smoothly, someone must direct the work. In larger groups (the entire firm) lines of authority are even more important in achieving goals.

As an office worker, you should learn the names and titles of those who manage your department, division, firm, and corporation. Recognize that these individuals have the responsibility for decisions which affect you and your work. Be ready to accept their decisions and direction and to do your best to help the entire enterprise succeed.

Team players on any sport are those with expertise, loyalty, and desire to win. In an office, these same traits are expressed through excellent work, good personal relations, and a desire to see the entire firm become productive and profitable. Put team spirit to work in your office!

Part B (optional)

> Every work organization has a chain of command. The chain of command is the order in which authority flows in a business or other organization. Authority begins at the top. For example, if one individual owns a company, that person has authority over all operations of the company. The chain of command flows downward from the owner to the workers.[1]

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[1] Willard R. Daggett, The Dynamics of Work, (Cincinnati: South-Western Publishing Co., 1984), p. 90.

ASSIGNMENT SHEET 3: Preparing a Manuscript from Rough Copy

Directions: Type the following rough-draft manuscript in proper form. Make the corrections indicated, but setting up the manuscript in the right form is your responsibility. Prepare a title page for the manuscript using your teacher's name and your class for information on "prepared for," and your name and address for information on "prepared by." Use the current date.

COME ACROSS LIKE A WINNER
IN AN INTERVIEW

Before you get a job, you must make a good impression in the interview. Most hiring decisions are the on made the basis of how well you promote yourself during the interview. If you think you're qualified for a job and you can explain why, chances are good that hte employer will agree.

Whether or not you're hired is often a made decision by the interviewer during the first five minutes of your interview. Here are some tips for presenting yourself the in best possible manner:

1. Be on time.

2. Look professional and be poilte. The interviewer may ask office workers for their impressions.

3. Speak clearly and avoid a monotome.

4. If your handshake isn't firm and confident, practice it.

5. Body language counts. Sit up straight, gesture naturally, and face the interviewer by choosing a seat opopsite him/her.

If the interviewer immediately puts you on the spot by asking, "Why should I hire you?" or a similar open-ended question, be ready with a well-thought-out response. Describe the skills you have that could be an asset to the company, and the reasons you would like to work there.

It is also a good idea to follow an interveiw with a note thanking the person for his/her time and interest.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

TABLE OF CONTENTS

Letter of Transmittal..ii

Table of Contents...iii

List of Tables.. iv

List of Charts.. v

Chapter

I. Report of the President.................................... 1

Company Operations 1

Research and Development................................... 3

Manufacturing.. 5

II. Report of Board of Directors............................... 8

III. Consolidated Financial Statements.......................... 9

Statement of Earnings...................................... 9

Balance Sheet.. 11

Comparative Balance Sheets................................ 13

IV. Property, Plant, and Equipment.............................17

V. Inventories.. 18

CONTROLLING OFFICE COSTS

For

(Teacher's Name)
(Course Title)

By

(Student's Name)
(School Name)
(City, State, and Zip Code)

(Current Date)

Assignment Sheet 2

TEAMWORK IN THE OFFICE

Have you ever been on an athletic team? Most of us have experienced this. Perhaps we didn't make the varsity basketball team at school; but probably each of us has played on a volleyball team at the park or played a pick-up game of softball in our neighborhood. Think for a minute of the teamwork that is needed even on such a casual athletic team. A softball team may have an excellent pitcher, but if the infield players can't stop the ball, the opposing team will score run after run. One good athlete does not make a sports team. It takes a united effort to win.

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Since the Purchasing Office is the immediate team, the one in which you work most closely, you should first devote yourself to developing the teamwork spirit in this group. Teamwork means that you always give your best effort in two areas.

One area in which you must excel is your work. Be prompt and observe the time limits on breaks, lunch hours, and dismissal. Work steadily while on the job. Use your keyboarding and proofreading skills to produce work that is top quality. Work beyond your initial assignments: keep your work area neat without being told; replenish supplies when you see they are low; offer to help a coworker if you finish early; be alert to additional steps you can take to polish a job (for example, make copies if a memo indicates they will be needed). Imagine how smoothly office work could flow if each member of the office "team" worked in this fashion.

An equally important teamwork area is personal relations. Team members care about each other. They offer friendly greetings. They remember others' important dates and events. They notice if another is ill or distressed. They are courteous and considerate of others and of others' property. Each office worker should strive to make the office a pleasant workplace for others.

A team spirit in work and in personal relations will help you succeed in your immediate office. Is there also a team spirit needed on the larger, more indirect teams--the entire firm and the nationwide corporation? Yes, there is. The correct team spirit in these areas is one of recognizing authority. In order for your Purchasing Office to run smoothly, someone must direct the work. In larger groups (the entire firm) lines of authority are even more important in achieving goals.

Every work organization has a chain of command. The chain of command is the order in which authority flows in a business or other organization. Authority begins at the top. For example, if one individual owns a company, that person has authority over all operations of the company. The chain of command flows downward from the owner to the workers.[1]

As an office worker, you should learn the names and titles of those who manage your department, division, firm, and corporation. Recognize that these individuals have the responsibility for decisions which affect you and your work. Be ready to accept their decisions and direction and to do your best to help the entire enterprise succeed.

Team players on any sport are those with expertise, loyalty, and desire to win. In an office, these same traits are expressed through excellent work, good personal relations, and a desire to see the entire firm become productive and profitable. Put team spirit to work in your office!

NOTE TO TEACHER: Both Parts A and B are shown in this answer key. If your students did not complete optional Part B, paragraph 7 and the footnote would be deleted.

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[1] Willard R. Daggett, The Dynamics of Work, (Cincinnati: South-Western Publishing Co., 1984), p. 90.

Assignment Sheet 3

COME ACROSS LIKE A WINNER IN AN INTERVIEW

For

(Teacher's Name)
(Course Title)

By

(Student's Name)
(Student's Address)
(City, State, and Zip Code)

(Current Date)

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COME ACROSS LIKE A WINNER IN AN INTERVIEW

Before you get a job, you must make a good impression in the interview. Most hiring decisions are made on the basis of how well you promote yourself during the interview. If you think you're qualified for a job and you can explain why, chances are good that the employer will agree.

Whether or not you're hired is often a decision made by the interviewer during the first five minutes of your interview. Here are some tips for presenting yourself in the best possible manner:

1. Be on time.
2. Look professional and be polite. The interviewer may ask office workers for their impressions.
3. Speak clearly and avoid a monotone.
4. If your handshake isn't firm and confident, practice it.
5. Body language counts. Sit up straight, gesture naturally, and face the interviewer by choosing a seat opposite him/her.

If the interviewer immediately puts you on the spot by asking, "Why should I hire you?" or a similar open-ended question, be ready with a well-thought-out response. Describe the skills you have that could be an asset to the company and the reasons you would like to work there.

It is also a good idea to follow an interview with a note thanking the person for his/her time and interest.

Unit II - Typing Review
Lesson 8 - Manuscripts

POSTTEST 1

Directions: Type the following rough-draft manuscript in proper form. Make the corrections indicated, but setting up the manuscript in the right form is your responsibility. Prepare a title page for the manuscript using your teacher's name and course title for information on "prepared for" and your name and address for information on "prepared by." Use the current date.

GETTING A JOB

Now that you are ready to go into the world of business, goverment, or industry, you are raedy find to the best job availible to you. ~~And~~ you can find job that, whether you wnat to be an accounting assistnat, a clerktypest, or a stenographer in a private or a government offcie.

There is always good a market for a qualified employe. All you have to do is study, plan, prepare yourself, prepare your campaign (the resume), and release your ~~you're~~ ammunition toward your tagret. You're target, of course, is your job opportunity. Your ammunition is letting your future employer know what your qualifications are and showing that employer that you are willing, able, and eager to work.

When you apply for that first job, your ~~you're~~ prospective employer well expect you to have certain basic skillls. You should be able to type accurately at a rate ~~at~~ of at least 50 words per minute. ~~You should also have~~ a knowledge of typeng business correspondance and forms is also required. You should have a command of spelling and punctuation, and you should be abel to transcribe rapidly and accurately either from shorthand notes or the transcribing unit. A knowledge of a vareity of busness machines also makes a prospective employee more valualbe in the eyes of the employer.

You should have good personal qualities including tact. This is a trait that Inables a person to handle what is potentially a disagreeble situation in a way that will leave everyone happpy.

An employee should be loyal. ~~For an employee to have loyaltey they must have~~ Loyalty is the quality of being faithfull to an organization, to it's objectives, and to the people who manage it. The loyal office employee sells the company and does all ~~s/he~~ she/he can to make the offece a pleasant place in which to work.

You must be a dependable employee. To be dependible means that you will do what you say. In other words, ~~you're~~ your employer can expect you to do the job wright when you say you will.

To be successful in clerical work, these are some of the important characteristics an individual should possess.

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately ~~and without repitition~~
4. Attendence, punctuality, and strick observance of break and lunch periods
5. Speed in performing operations--acceptable work produced
6. Capacity for remembering instructions
7. Initiative and/or resourcefullness
8. Ability to get along well with others
9. Personal appearance--approprete dress and grooming
10. Personality--cheerfulness and/or charm

DS

The will-prepared, professional-looki ng resume is one good way of informing a prospective employer about yourself and your qualifications. Give careful thought and consideration to your resume. Prepare it carefully. Remember, the same resume maynot be appropriate for every job situation.

Another way let to a prospective employer "get to know you" is through the job interveiw. Learn the correct behaveor and techniques for the job interveiw.

POSTTEST 2

Directions: Select information from a book or magazine article about job success, and compose a manuscript from this information. The manuscript should be short--probably not over a page and a half or two pages. Write the manuscript in your own words rather than selecting the exact words from the book/article. Type the manuscript in the correct form.

Suggestions of material to be used:

From Office Systems and Procedures, 1st Edition, Houghton-Mifflin Company (Boston, 1982).

1. Unit 1, Chapter 1--"Office Careers in Modern Business," pages 2-8.

2. Unit 1, Chapter 2--"Job Competencies for Success," pages 12-20.

3. Unit 1, Chapter 3--"Personal Qualifications for Success," pages 25-31.

4. Unit 3, Chapter 2--"Managing Your Time," pages 78-84.

From Secretarial Office Procedures, 10th Edition, South-Western Publishing Company (Cincinnati, 1982).

5. Unit 1, Chapter 1--"The Office and the Role of the Secretary," pages 2-11.

6. Unit 1, Chapter 2--"Secretarial Skills and Qualities," pages 12-20.

7. Unit 15, Part 4--"Specialized Fields for Secretaries," pages 564-576.

8. Unit 15, Part 5--"Professional Development," pages 577-584.

POSTTEST 1 KEY

GETTING A JOB

Now that you are ready to go into the world of business, government, or industry, you are ready to find the best job available to you. You can find that job, whether you want to be an accounting assistant, a clerk-typist, or a stenographer in a private or a government office.

There is always a good market for a qualified employee. All you have to do is study, plan, prepare yourself, prepare your campaign (the resume), and release your ammunition toward your target. Your target, of course, is your job opportunity. Your ammunition is letting your future employer know what your qualifications are and showing the employer that you are willing, able, and eager to work.

When you apply for that first job, your prospective employer will expect you to have certain basic skills. You should be able to type accurately at a rate of at least 50 words per minute. A knowledge of typing business correspondence and forms is also required. You should have a command of spelling and punctuation, and you should be able to transcribe rapidly and accurately either from shorthand notes or the transcribing unit. A knowledge of a variety of business machines also makes a prospective employee more valuable in the eyes of the employer.

You should also have good personal qualities including tact. This is a trait that enables a person to handle what is potentially a disagreeable situation in a way that will leave everyone happy.

An employee should be loyal. Loyalty is the quality of being faithful to an organization, to its objectives, and to the people who manage it. The loyal office employee sells the company and does all she/he can to make the office a pleasant place in which to work.

You must be a dependable employee. To be dependable means that you will do what you say. In other words, your employer can expect you to do the job right when you say you will.

To be successful in clerical work, these are some of the important characteristics an individual should possess.

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately
4. Attendance, punctuality, and strict observance of break and lunch periods
5. Speed in performing operations--acceptable work produced
6. Capacity for remembering instructions
7. Initiative and/or resourcefulness
8. Ability to get along well with others
9. Personal appearance--appropriate dress and grooming
10. Personality--cheerfulness and/or charm

The well-prepared, professional-looking resume is one good way of informing a prospective employer about yourself and your qualifications. Give careful thought and consideration to your resume. Prepare it carefully. Remember, the same resume may not be appropriate for every job situation.

Another way to let a prospective employer "get to know you" is through the job interview. Learn the correct behavior and techniques for the interview process.

POSTTEST 2 KEY

GETTING A JOB

Prepared for

Teacher's Name
Your Class

Prepared by

Your Name
Your Address

Current Date

Using Written Communication Skills

Unit III - Written Communications

UNIT OBJECTIVE

After completion of this unit, the student will be able to demonstrate a basic knowledge of grammar, punctuation, spelling, and style principles with the minimum skill needed to communicate effectively and appropriately in written business correspondence.

LESSON OBJECTIVES

1. Given 20 problems, the student will be able to identify complete sentences, run-on sentences, and sentence fragments with 90 percent accuracy within 10 minutes.
2. Given an average-length business letter with capitalization and abbreviation errors, the student will be able to correct errors and type the letter in mailable form within 20 minutes.
3. Given an average-length business letter requiring punctuation marks, the student will be able to supply the punctuation marks needed with 90 percent accuracy within 15 minutes.
4. Given an exercise in which a choice of 20 commonly confused words is supplied, the student will choose the correct word with 90 percent accuracy within 20 minutes.
5. Given an average-length business letter containing numbers expressed in improper form, the student will be able to make corrections where necessary with 90 percent accuracy within 15 minutes.
6. Given a reference text and typed material, the student will locate errors pertaining to the use of a hyphen and dash and make corrections with 90 percent accuracy within 15 minutes.
7. Given a choice of 2 word spellings in a list of 30 commonly misspelled words, the student will be able to select the correctly spelled word with 90 percent accuracy within 20 minutes.
8. Given 20 sentences, the student will choose the verb which agrees in number with the subject with 90 percent accuracy within 20 minutes.
9. Given the assignment of rewriting ten poorly written sentences, the student will be able to rewrite the sentences into complete and concise statements with 90 percent accuracy within 40 minutes.
10. Given a situation requiring a request letter, the student will outline, compose, and type the letter in mailable form within 40 minutes.

COMPETENCIES

1. Use correct sentence structure
2. Capitalize and abbreviate words in business letters
3. Punctuate sentences using commas, semi-colons, and apostraphes
4. Use commonly confused words and terms correctly
5. Type numbers in business letters
6. Type hyphens and dashes correctly
7. Spell words correctly in typed copy
8. Choose verbs which agree with given subjects
9. Revise sentences into complete and concise statements
10. Compose and type request letters

NOTES TO THE INSTRUCTOR

This section on Written Communications is designed to be integrated into a vocational block-time program throughout the year. Since this section is designed to meet specific objectives, many of the sections will be used early in the school year, while others are designed to be used toward the end of the school year. Suggestions on "appropriate" time for using each section will be given.

Since those sections dealing with sentence recognition, punctuation, capitalization, and spelling are generally not "favorites" with the students, it is suggested that the teacher not spend the entire class period in the block time on these activities. Rather, break these sections into small segments that can be completed in a shorter period of time and leave some time for "activity" work.

Much of the information on written communications is designed to be used in a teacher-directed situation with lecture and explanations by the teacher. However, if a student performs well on the pretests given in many of the sections, the teacher may want to allow that student to "test out" of that lesson. In this instance, the teacher will want to have additional material (either more difficult material on the same subject matter or unrelated material that would be beneficial to the student) for those students who "test out."

The packet containing the information sheets and assignment sheets will make a good reference manual for the students to use throughout the course and later when working in an office.

Subject/predicate agreement is one of the "fine points" of business writing. Careless sentence structure occurs frequently in conversation, and may pass unnoticed or be excused in a flurry of speech. In a written document, however, such errors are more obvious and may offend readers who are meticulous in their own writing. Correct grammar and usage are indicative of a thoughtful, intelligent writer with a concern for detail and command of the language--traits which are highly valued in the business world.

Students should be made aware of the importance of good sentence structure, and should see that by improving their writing skills, they also improve their employability and chances for advancement.

REFERENCES

I. Books and Pamphlets

A. Cleary, B., and Lacombe, J.M. English Style Skill-Builders. 3rd. ed. St. Louis: McGraw-Hill Book Company, 1980.

B. Hamalian, L., and Karl, F.R. Everything You Need To Know About Grammar. New York: Fawcett Crest, 1983.

C. Reigner, Charles, and DiAiso, Elaine. Applied Punctuation. 6th ed. Chicago: H.M. Rowe Company, 1980.

D. Sorrels, Bobbye D. Business Communication Fundamentals. Columbus, OH: Charles E. Merrill Publishing Company, 1984.

E. Strumpf, M., and Douglas, A. Painless, Perfect Grammar. New York: Fawcett Crest, 1983.

F. Tedesco, Eleanor Hollis, and Mitchell, Robert B. Administrative Office Management: The Electronic Office. New York: John Wiley and Sons, Inc. 1984.

G. Thomas, H. Better English Made Easy. New York: Warner Books, 1983.

H. Whalen, Patricia. Basic Skills for the Modern Office. Cincinnati: South-Western Publishing Co., 1984.

I. Williams, John W., and Eggland, Steven A. Communication In Action, 2nd ed. Cincinnati: South-Western Publishing Co., 1985.

J. Written Communications. Columbia, MO: Instructional Materials Laboratory, University of Missouri-Columbia, 1981.

II. Software*

*Software descriptions have been taken directly from the publishers and/or vendors.

A. Business Letters. For: Apple; IBM PC; Commodore 64; Atari.

This computer program enables the user to write effective business letters to fit almost any business situation. It includes hundreds of letters to be used "as is" or modified to better suit the individual need. An aid to help teach students how to construct, model, and write letters. Available from Teaching Aids Incorporated, P.O. Box 1798, Cosa Mesa, CA 92628-0798.

B. Compu-Spell. For: Apple IIe or II+.

This instructional program teaches spelling by refusing to allow learners to fail. It is available with data diskettes suitable for various levels of learning and for secretarial students. It features individual learner file management, user file-building capabilities, high-resolution displays, and much positive reinforcement. Available from Edu-Ware, P.O. Box 22222, 28035 Dorothy Drives, Agoura Hills, CA 91301.

C. Power, Pro-Grammar/Pro-Sentence, Cincinnati: South-Western Publishing Company. For: TRS-80 III and IV; Apple II+; IIe; IIc.

This diskette/text-workbook package emphasizes the application rather than the memorization of grammar rules, provides instant feedback, and includes pretests and posttests to measure students' progress. Applicable as a supplement in existing courses where grammar and writing are covered, as an individualized grammar and writing review, or in a learning laboratory. Available from South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

D. Spelling for Careers in Business, 1984. For: Apple IIe.

This program contains two units. In the first unit, the words are presented in multiple choice form, with the student picking out the correctly spelled word. In the second unit, the definition of the word is given and the student supplies the word from memory. Students are also given a percentage score at the end of each unit. Available from EMC Publishing, Changing Times Education Service, 300 York Avenue, St. Paul, MN 55101.

E. Words of Correspondence. Computer Words at Work--Clerical and Office, Alexandria, LA: MIND, 1984. For: Apple II; II+; IIe; IIc.

This is one of six programs in a series. This program includes four programs which teach the vocabulary related to correspondence. Available from Southwest Tele-Computer Corporation, 5845 Gardner Highway, Alexandria, LA 71303.

Unit III - Written Communications
Lesson 1 - Recognizing Sentences

LESSON OBJECTIVE

Given 20 problems, the student will be able to identify complete sentences, run-on sentences, and sentence fragments, with 90 percent accuracy within 10 minutes.

SUGGESTED ACTIVITIES

I. Instructor

A. This section should be covered very early in first quarter.

B. Administer pretest.

C. Helpful rules for identifying sentences should be distributed to each student.

D. Present the material to the members of the class who scored less than 90 percent on the pretest.

E. Have students complete assignment sheets.

F. Students who do not have to complete this assignment should progress to the next lesson.

G. Give the posttest.

H. Students who do not score well on the posttest should review the rules, be given an extra assignment, and retake a posttest.

II. Student

A. Take pretest.

B. If score on pretest is not satisfactory, read and discuss objectives and information sheets.

C. Complete assignment sheets.

D. Take posttest.

E. If posttest performance is not satisfactory, review and retake the posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheets and Answers

  A. AS 1: Recognizing Sentences - Part 1
  B. AS 2: Recognizing Sentences - Part 2

V. Posttest and Key

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INFORMATION SHEET

I. Definition

A. A sentence must contain a subject and a predicate and must express a complete thought.

1. The subject of a sentence is the word or combination of words that names the person, place, thing, or idea about which something is being said.

2. The predicate (usually thought of as the "action" word) is the part of the sentence that says something about the subject.

B. Sometimes the subject of a sentence is understood rather than expressed.

Please help us.

In this sentence, the subject "you" is understood. "Please help us" is the predicate; "help" is the simple predicate.

II. Hints for writing and recognizing complete sentences

A. A dependent clause must be used with an independent clause. A dependent clause does not express a complete thought and cannot stand alone as a sentence.

Fragment: Since your instructions were to spare no expense.

Complete: Since your instructions were to spare no expense, we have given the job the most painstaking care.

B. Generally, avoid beginning a sentence with a coordinating conjunction. Some coordinating conjunctions are and, but, for, or, nor.

Fragment: We hesitate to send it to you. For we are not certain that you want to keep your account open.

Complete: We hesitate to send it to you, for we are not certain that you want to keep your account open.

A coordinating conjunction can sometimes be used effectively at the beginning of a sentence to give special emphasis to a point. But this construction should be used only rarely and with great caution.

C. When such words as however, therefore, consequently, and furthermore are used as conjunctive adverbs, they should either begin a sentence or be preceded by a semicolon.

Mary makes good grades. However, she has a poor attitude.

Mary makes good grades; however, her attitude is poor.

D. Use a period or a semicolon to separate two independent clauses that are not joined by a coordinating conjunction. Do not use a comma to separate clauses of this type.

Give the dictation now; I'll type the letter this afternoon.

Give the dictation now. I'll type the letter this afternoon.

PRETEST

Directions: Identify each group of words as a complete sentence (CS), a sentence fragment or incomplete sentence (IS), or a run-on sentence (ROS).

_____ 1. When the buzzer sounds, the class will be dismissed.

_____ 2. Mitzi Rankin was nominated for secretary she wants to be president.

_____ 3. Even though she would probably make a good secretary.

_____ 4. That receptionist certainly has a pleasant personality.

_____ 5. As the time has not yet come for the company to evaluate its long-term employees.

_____ 6. She likes to work with figures and business machines and I like to work with people so we probably should exchange jobs so she can work for the accountant and I'll work as the receptionist.

_____ 7. When the time comes for the typists to begin the project.

_____ 8. The file clerks are already working on the documents.

_____ 9. Because of the lack of equipment for word processing.

_____ 10. Success is the result of hard work and study.

_____ 11. Mary didn't have time to finish typing the letter because the telephone kept ringing because the bell was stuck because of an electrical storm last night.

_____ 12. In the absence of any further developments.

_____ 13. The secretary finished his duties early and was allowed to leave.

_____ 14. Because the calculating machines were missing.

_____ 15. The computers in the word processing lab in the basement of the building were stolen when someone who had the key gave it to someone else.

Unit III - Written Communications
Lesson 1 - Recognizing Sentences

PRETEST KEY

1. CS
2. ROS
3. IS
4. CS
5. IS
6. ROS
7. IS
8. CS
9. IS
10. CS
11. ROS
12. IS
13. CS
14. IS
15. ROS

ASSIGNMENT SHEET 1: Recognizing Sentences - Part 1

Directions: Identify each group of words as a complete sentence (CS), a sentence fragment or incomplete sentence (IS), or a run-on sentence (ROS). Correct the run-on sentences and the incomplete sentences.

_____ 1. Catch me before I fall.

_____ 2. I enjoy typing and I like shorthand and I like bookkeeping so I guess I will take other business courses including information technology.

_____ 3. Since Mary does not plan to attend her evening classes.

_____ 4. Her test scores were low her daily average was high.

_____ 5. Unless you keep your work carefully organized.

_____ 6. Dr. Marks always calls me when she comes to town.

_____ 7. Since he visits our school regularly.

_____ 8. Proofread carefully correct errors neatly.

_____ 9. When a student turns in work that is inaccurate, it is a waste of the student's time and the teacher's time.

_____ 10. Take that information off the bulletin board the information is outdated.

_____ 11. My hobbies are swimming and reading.

_____ 12. In order to transcribe material accurately from transcription tapes or shorthand dictation.

_____ 13. If you are not sure of the correct spelling, always consult a dictionary.

_____ 14. When additional funds are available, several new employees will be hired.

_____ 15. Around the corner and across the street.

ASSIGNMENT SHEET 2: Recognizing Sentences - Part 2

Directions: Identify each group of words as a complete sentence (CS), a sentence fragment or incomplete sentence (IS), or a run-on sentence (ROS). Correct the run-on sentences and the incomplete sentences.

_____ 1. Her typing speed was excellent her accuracy was good.

_____ 2. I like shorthand and enjoy bookkeeping.

_____ 3. The report that had been carefully prepared.

_____ 4. Please get their version of the assignment.

_____ 5. The material we did last week.

_____ 6. In the absence of the instructor.

_____ 7. Please pick up my accounting book the one right there by your foot the one with the blue cover.

_____ 8. The assignment I just gave you is due tomorrow.

_____ 9. Help those students who are having trouble.

_____ 10. Up the hall and to your left.

_____ 11. My program won't run so I guess I'll just leave it until tomorrow unless I can find someone to help me with it but I doubt if I can find anyone.

_____ 12. My filing system needs to be updated.

_____ 13. The alphabetic system.

_____ 14. A steady pace is best for typing.

_____ 15. Everyone who coaxed and pleaded in vain.

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ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Sample corrections for each incomplete and run-on sentence are given. Students' answers may vary.

1. CS
2. ROS (I enjoy typing, shorthand, and bookkeeping. Therefore, I guess I will take other business courses including information technology.)
3. IS (Since Mary does not plan to attend her evening classes, she must audit those classes tomorrow.)
4. ROS (Her test scores were low; her daily average was high.)
5. IS (Unless you keep your work carefully organized, you will waste time.)
6. CS
7. IS (Since he visits our school regularly, the superintendent notices the progress in our keyboarding skills.)
8. ROS (Proofread carefully and correct errors neatly.)
9. CS
10. ROS (Since the information is outdated, please take it off the bulletin board.)
11. CS
12. IS (In order to transcribe material accurately from transciption tapes or shorthand dictation, you must develop good listening skills.)
13. CS
14. CS
15. IS (The nearest office supply store is around the corner and across the street.)

Assignment Sheet 2

Sample corrections for each incomplete and run-on sentence are given. Students' answers may vary.

1. ROS (Her typing speed was excellent; her accuracy was good.)

2. CS

3. IS (Lou delivered the report that had been carefully prepared.)

4. CS

5. IS (Now we need to proofread and correct the material we did last week.)

6. IS (The noise level of the class increased in the absence of the instructor.)

7. ROS (Please pick up my accounting book. It's the one with the blue cover; it's beside your foot.)

8. CS

9. CS

10. IS (To find the office, walk up the hall and turn to your left.)

11. ROS (My program won't run. I doubt that I will be able to find anyone to help me with it. So, I guess I'll just leave it until tomorrow.)

12. CS

13. IS (Most people learn the alphabetic system easily.)

14. CS

15. IS (Everyone who coaxed and pleaded in vain was disappointed when Lynn did not attend the FBLA banquet.)

POSTTEST

Directions: Identify each group of words as a complete sentence (CS), a sentence fragment or incomplete sentence (IS), or a run-on sentence (ROS). Correct the run-on sentences and the incomplete sentences.

_____ 1. We thought we were going to be late because of the heavy traffic but our watches were fast so we weren't late after all and we were able to make our meeting on time.

_____ 2. If we had known about your problem, we could have prevented the accident.

_____ 3. And I like typing.

_____ 4. Stop him!

_____ 5. Even though she tripped and fell.

_____ 6. Janet will be glad to help with the tour.

_____ 7. To keep in good physical condition.

_____ 8. Although she has a very busy schedule.

_____ 9. The secretary had constant telephone interruptions and she wasn't able to get the report finished and her employer was angry about it.

_____ 10. Keep your desk clean keep your papers organized.

_____ 11. If you are unable to pay your bills on time or meet other financial obligations.

_____ 12. Sarah found her new job very interesting and rewarding.

_____ 13. Her duties were varied her salary was excellent.

_____ 14. FBLA a vocational student organization with 67 members.

_____ 15. The FBLA reporter prepares and types the annual report for the local chapter.

_____ 16. The secretary takes the minutes of the meeting the treasurer keeps the financial records.

_____ 17. While Sean runs ten miles a day to get in shape.

_____ 18. Timed writings at the beginning of class and work on projects later.

_____ 19. Prepare the contract; we'll sign it later.

_____ 20. He is a very conscientious student.

POSTTEST KEY

Sample corrections for incomplete and run-on sentences are given. Student answers will vary.

1. ROS (We thought we were going to be late because of the heavy traffic. However, our watches were fast so we weren't late after all. We were able to make our meeting on time.)

2. CS

3. IS (Office practice is my favorite class because I enjoy the challenge and I like typing.)

4. CS

5. IS (No one laughed even though she tripped and fell.)

6. CS

7. IS (To keep in good physical condition, exercise regularly.)

8. IS (Although she has a very busy schedule, the legal secretary patiently answered our inquiries.)

9. ROS (Because the secretary had constant telephone interruptions, she wasn't able to get the report finished. Her employer was angry.)

10. ROS (Keep your desk clean and keep your papers organized.)

11. IS (If you are unable to pay your bills on time or meet other financial obligations, you should explain your problem to your creditor.)

12. CS

13. ROS (Her duties were varied, and her salary was excellent.)

14. IS (FBLA is a vocational student organization with 67 members.)

15. CS

16. ROS (The secretary takes the minutes of the meeting; the treasurer keeps the financial records.)

17. IS (Tracy attends aerobic exercise class while Sean runs ten miles a day to get in shape.)

18. IS (Complete timed writings at the beginning of class, and work on projects later.)

19. CS

20. CS

LESSON OBJECTIVE

Given an average-length business letter with capitalization and abbreviation errors, the student will be able to correct errors and type the letter in mailable form within 20 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. This section should be covered early in the first quarter.
- B. Administer pretest.
- C. Rules on capitalization and abbreviation should be distributed to each student.
- D. Present the material to members of the class who did not score well on the pretest.
- E. Students should complete assignment sheets.
- F. Give the posttest.
- G. Students who do not score well on the posttest should review rules again (on their own), be given an additional assignment, and take a second posttest.

II. Student

- A. Take pretest.
- B. If score on pretest is not satisfactory, read and discuss objectives and information sheets.
- C. Complete all three assignment sheets.
- D. Take Posttest 1.
- E. If Posttest 1 score is not satisfactory, review and take Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheets

    A. AS 1: Capitalization - Part 1
    B. AS 2: Capitalization - Part 2
    C. AS 3: Capitalization and Abbreviations

V. Posttests and Keys

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INFORMATION SHEET

I. The use of capitalization

A. Capitalization denotes importance, distinction, or emphasis.

B. The use of capitalization varies widely depending on the authority you choose to follow, on the policy within your company, and on the degree of importance you wish to attribute to the word in question.

II. Rules of capitalization

Note: Each of the rules presented here is accepted in current business practice. Bear in mind that the office employee should adopt an acceptable style and follow that style consistently.

A. Capitalize the first word of a sentence or a direct quotation that is a complete sentence.

Her best subject is accounting. One user was so delighted that she exclaimed, "I couldn't live without it!"

B. Capitalize proper nouns and adjectives derived from proper nouns.

1. Capitalize all proper nouns, that is, the names of particular persons, places, or things. Proper nouns include the names of persons, days of the week, months, holidays, geographic localities, races, buildings, government bodies, political parties, historical events, organizations, businesses, etc.

On Friday, November 10, we will have a reunion at Cherokee Park.

2. Capitalize the names of **specific** courses of study, but do not capitalize the names of subjects unless they are derivatives of a proper noun.

I completed Typing I last year.

I like math and history, but French is confusing to me.

3. Usually capitalize a noun preceding a figure. Common words, such as **line**, **volume**, **page**, and **sentence**, may be typed with or without a capital.

Study carefully Diagram 17 in Chapter V of Volume II on page 86.

4. Ordinarily, a company wishes to capitalize the names of **specific** departments within the company.

   While at work today, I visited the Marketing and Research Department.

5. Capitalize first letter of all other words except prepositions, conjunctions and articles that appear in titles of books, articles, periodicals, headings, and plays.

   You really should study the article "How to Read the Financial Page."

6. Do **not** capitalize the seasons--spring, summer, autumn, fall, winter--unless they are represented as a person (sometimes done in poetic form).

   I think spring is my favorite season.

   When the window was opened, Mr. Winter blew in a blast of cold air.

7. Do **not** capitalize the point of the compass (directions) unless they refer to definite **sections** of the country.

   I live in the East, but my house is on the west side of the street.

8. Salutation and complimentary closing of a letter:

   a. Capitalize the first letter of all nouns and titles in the salutation of a letter. Do not capitalize "dear" **unless** it is the first word of the salutation.

      Dear Mr. Johnson:

      My dear Mr. Johnson:

   b. Capitalize **only** the first letter of the first word and any names in the complimentary closing of a letter.

      Sincerely yours,

      Yours very sincerely,

III. Abbreviation rules

A. Titles

1. Always abbreviate the following titles when they are used **after** a name.

Esq.	Esquire
Jr.	Junior
Sr.	Senior

2. Always abbreviate religious and academic titles when they are used after a name.

B.S.	Bachelor of Science
M.A.	Master of Science
Ph.D.	Doctor of Philosophy
D.D.	Doctor of Divinity

3. When titles appear with complete names or with last names only, abbreviate these titles: Mr., Mrs., Ms., and Dr.

Mr. Henry White
Mr. White
Dr. R. J. Bowens
Dr. Bowens

4. Write other titles in full when they are used with last names only; abbreviate them when they are used with complete names.

Reverend Whitner--Rev. James Whitner
Governor Jones--Gov. G. W. Jones
Professor Higgins--Prof. Harriet Higgins

B. Firm names

A part of a firm name is abbreviated only when it is abbreviated by the company in question. Only when it is known that the firm uses a short form should the words **company, corporation, association, brothers** or any other parts of a firm name be abbreviated.

C. Names of associations and government agencies

Abbreviations for names of well-known associations and government agencies are becoming more and more commonly used and are considered correct. The practice when writing these abbreviations is to use all capitals with no periods.

FICA	Federal Insurance Contributions Act (Social Security)
FBI	Federal Bureau of Investigation

D. In general, do **not** use abbreviations in business writing unless following one of the above rules.

PRETEST

Part A: Directions: Complete the following exercise by circling every letter that is to be capitalized in the sentences.

1. the paperback edition of how to study for an exam is on sale for half price at colombo's bookstore.
2. "when everything else fails," stated our science teacher, "read the directions."
3. i am enrolled in the following classes: accounting, typewriting, french, physical education, and economics.
4. the directions stated: read carefully before beginning the evaluation.
5. the author, worried about the meeting, decided to contact the honorable grace b. whisenhut.
6. she is a native missourian who lives in the washington hotel.
7. all stores will be closed during the week of april 15; they will reopen on monday, april 22.
8. her birthday is on christmas day; her daughter's birthday is on easter.
9. mr. merlin enjoyed reading the article "magic made easy and fun."
10. our company, merdock, jones and taylor, has opened a new branch office in the east.
11. the new address is 3600 berrywood lane, and the corporate setting is beautiful.
12. the food and drug administration has approved the sale of magical products.
13. the veterans administration has openings for several clerical employees in the st. louis office.
14. refer to the following data: chapter vi, volume iii, page 17.
15. among other things, he stressed the importance of a "sense of values."

Part B: Directions: Complete this exercise by circling any incorrect usages of abbreviations. Write the correct form over the incorrect usage.

1. Harry Smith, Junior, is the general mgr. of the firm.
2. Doctor Ashley is out of the office until tomorrow morning.
3. The IBM Corp. has been in the computer business for a number of years.
4. Rev. Morris will deliver the sermon at the sunrise service.
5. F.I.C.A. has caused concern for many employees as they receive their first paycheck.
6. The Assn. of Electrical Workers is conducting the training program.
7. Oliver Wharton, Esquire, is from London, Eng.
8. Mrs. Juanita Haden, PHD, will be teaching that class.
9. Gov. Smith has called a special session of the legislature.
10. Our F. B. L. A. chapter has already had several meetings of the Executive Council.

Unit III - Written Communications
Lesson 2 - Capitalization and Abbreviations

PRETEST KEY

Part A:

1. The, How, Study, Exam, Colombo's, Bookstore
2. When
3. I, French
4. The, Read
5. The, Honorable, Grace, B., Whisenhut
6. She, Missourian, Washington, Hotel
7. All, April, Monday, April
8. Her, Christmas, Easter
9. Mr. Merlin, Magic, Made, Easy, Fun
10. Our, Merdock, Jones, Taylor, East
11. The, Berrywood, Lane
12. The, Food, Drug, Administrtion, Magical
13. The, Veterans, Administration, St. Louis
14. Refer, Chapter, VI, III, (volume and page may or may not be capitalized)
15. Among

Part B:

1. Jr., manager
2. Dr.
3. Corporation
4. Reverend
5. FICA
6. Association
7. Esq., England
8. Ph.D.
9. Governor
10. FBLA

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ASSIGNMENT SHEET 1: Capitalization - Part 1

Directions: Underline each letter that should be capitalized.

1. on our trip through minnesota, our tour guide took us to see the huge statue of the legendary paul bunyan.

2. mayor burns asked the president of our company to be chairman of the ways and means committee.

3. the contract reads, "profits are to be shared equally among the three partners."

4. we have homes on richmond avenue at bay street, overlooking lake erie, that are in the $50,000 to $70,000 price range.

5. the acme hardware company has been in business for seventy-five years.

6. there are many more junior colleges in the west than in the east, since that type of school originated in california.

7. study carefully diagram 15 on page 87 in chapter VI of volume II.

8. by october the american cancer society will supply the committee with the necessary statistics.

9. have you ever met bill murry, president of baylor university?

10. did professional business systems open an office in the colonial federal building?

11. there are objections to building an annex to cape central high school so near the missouri river.

12. i am having difficulty operating the controls of my kenmore electric range.

13. her best subjects in high school are music and social studies.

14. you will be receiving credit memo no. 782 from our claims and adjustments department.

15. the federal communications commission closely regulates radio broadcasts.

16. a group of investors plans to build a new sunset hotel near central park in southville, missouri.

17. very cordially yours, yours truly, very truly yours,

18. are memorial day, armistice day, and veterans' day the same holiday?

19. place your plants near a window that catches the sun from either the east or the west.

20. one of the highlights of our trip to california was seeing the pacific ocean.

ASSIGNMENT SHEET 2: Capitalization - Part 2

Directions: Underline each letter which should be capitalized.

1. that letter was from mrs. gaither, secretary of the women's study club.
2. my dear mr. president: gentlemen: ladies and gentlemen:
3. when reverend lamb retires, commissioner leonard smythe will take over his duties.
4. they suspect arson in the fire that destroyed ceramo paper company last sunday morning.
5. grant's tomb is a lasting memorial to the famous civil war general and eighteenth president of the united states.
6. the factory that manufactures the minolta watch is located in tokyo, japan.
7. that bill was introduced by representative marvin dennis, democrat from missouri, a member of the house interstate and foreign commerce committee.
8. prosecuting attorney jim limbaugh handed exhibit "a" to the members of the jury for closer examination.
9. while traveling south on north kingshighway, the plaintiff's truck was involved in an accident with bus no. 7143.
10. janet rober's policy no. 416-30772 expires on december 31.
11. the seniors are giving a party for the foreign exchange students from spain and sweden who will be spending a year with mr. and mrs. williams.
12. the class of '82 will have a reunion on labor day at cherokee park.
13. it will be necessary for you to fill out form A-1010 for income tax purposes.
14. since there was an error in martha's paycheck, she has to take it to the payroll department so a new check can be issued.
15. the united nations building is located on the east side of manhattan island.
16. i wasn't able to take a vacation this summer.
17. richard's latest book, how to have a successful garage sale, was not accepted for publication.

18. universal research corporation has headquarters in london, england, and does most of its research for british companies.

19. many people left europe and came to america to escape religious persecution.

20. the new orleans saints play the dallas cowboys on sunday.

ASSIGNMENT SHEET 3: Capitalization and Abbreviations

Directions: Supply the necessary capitalization and abbreviation corrections in the following letter. Put a number by the error found in the letter. Using the same number, place the correction for the error on the blank provided at the right. Number 1 is completed as an example.

1. January
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________
13. ______________
14. ______________
15. ______________
16. ______________
17. ______________
18. ______________
19. ______________
20. ______________
21. ______________
22. ______________

(1)
Jan. 29, 19__

Max Thurber, PhD
University of Missouri
20 University place
Columbia, MO 65211

Dear Doctor Thurber:

I am interested in pursuing a program of studies leading to a BA degree in political science. Enclosed is my application for admission.

In june, I will graduate from riverside high school in maryville, missouri where I rank among the top 10 percent of my class. I particularly enjoyed classes in english and social studies. During my senior year, I served as chairperson of the political research committee. Having studied shorthand and typing for two years, I put these skills to use in a part-time job as secretary at riverside hospital.

mrs. rose brown, my guidance counselor, suggested that I write to you requesting an appointment for a personal interview during the week of april 15-24. If this time is convenient, may we hear from you regarding an appointment?

Sincerely Yours,

(Miss) Janet B. Hunter

Enclosure

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

1. On, Minnesota, Paul, Bunyan
2. Mayor, Burns, Ways, Means, Committee
3. The, Profits
4. We, Richmond, Avenue, Bay, Street, Lake, Erie
5. The, Acme, Hardware, Company
6. There, West, East, California
7. Study, Diagram, (page is optional), Chapter, Volume
8. By, October, American, Cancer, Society
9. Have, Bill, Murry, Baylor, University
10. Did, Professional, Business, Systems, Colonial, Federal, Building
11. There, Cape, Central, High, School, Missouri, River
12. I, Kenmore
13. Her
14. You, Credit, Memo, No., Claims, Adjustments, Department
15. The, Federal, Communication, Commission
16. A, Sunset, Hotel, Central, Park, Southville, Missouri
17. Very, Yours, Very
18. Are, Memorial, Day, Armistice, Day, Veterans', Day
19. Place
20. One, California, Pacific, Ocean

Assignment Sheet 2

1. That, Mrs., Gaither, Women's, Study, Club
2. My, Mr., President: Gentlemen: Ladies, Gentlemen
3. When, Reverend, John, Lamb, Commissioner, Leonard, Smythe
4. They, Ceramo, Paper, Company, Sunday
5. Grant's, Tomb, Civil, War, President, United, States
6. The, Minolta, Tokyo, Japan
7. That, Representative, Marvin, Dennis, Democrat, Missouri, House, Interstate, Foreign, Commerce, Committee
8. Prosecuting, Attorney, Jim, Limbaugh, Exhibit, "A"
9. While, North, Kingshighway, Bus, No.
10. Janet, Rober's, Policy, No., December
11. The, Spain, Sweden, Mr., Mrs., Williams
12. The, Class, Labor, Day, Cherokee, Park
13. It, Form
14. Since, Martha's, Payroll, Department
15. The, United, Nations, Building, Manhattan, Island
16. I
17. Richard's, How, Have, Successful, Garage, Sale
18. Universal, Research, Corporation, London, England, British
19. Many, Europe, America
20. The, New, Orleans, Saints, Dallas, Cowboys, Sunday

Assignment Sheet 3

1. January
2. Ph.D.
3. Dr.
4. Place
5. B.A.
6. June
7. Riverside
8. High
9. School
10. Maryville
11. Missouri
12. English
13. Political
14. Research
15. Committee
16. Riverside
17. Hospital
18. Mrs.
19. Rose
20. Brown
21. April
22. yours

POSTTEST 1

Directions: Supply the necessary capitalization and abbreviation corrections in the following letter. After correcting, type the letter in mailable form.

3/1/__

Mr. Sam Simpson, pres.
Nectling Steel Company
1300 industrial boulevard
detroit, mich 37921

Dear mister Simpson:

As you know, the international steel company today announced several managerial changes in its american division.

Mr. John Ford, Junior, manager of the firm's east coast office, will succeed his father, john ford, senior, as pres. and general manager.

Mr. Steven Aiken has been appointed to the post of Vice-President in charge of sales. He has been with the co. for two years and until last Fall was european representative for Addison Steel, incorporated.

If you have any questions about these recent appointments, please let me know.

Sincerely Yours,

Joseph t. Harrison, Mgr.
Personnel dept.

mm

POSTTEST 2

Directions: Supply the necessary capitalization and abbreviation corrections in the following letter. After correcting, type the letter in mailable form.

Oct. 24, 19__

Mr. t. d. thomas
field rep.
ABC Electronics
604 blue Ave.
Kansas City, Missouri 64125

Dear mister thomas:

Enclosed is our training manual, acctg. for a corp. It presents a completely modern viewpoint concerning acctg. principles an ABC electronics employee faces from day to day. This manual will be of interest not only to you but to all members of your acctg. dept.

Jim Brown, pres. of the Fisher Publishing company, stated, "each office faced with acctg. problems should have a copy of acctg. for a corp. on file."

Please incorporate these ideas into your system as soon as possible.

Very truly Yours,

Gordon r. Taylor
Vice president

mm

enclosure

POSTTEST 1 KEY

March 1, 19__

Mr. Sam Simpson, President
Nectling Steel Company
1300 Industrial Boulevard
Detroit, MI 37921

Dear Mr. Simpson:

As you know, the International Steel Company today announced several managerial changes in its American division.

Mr. John Ford, Jr., manager of the firm's East Coast office, will succeed his father, John Ford, Sr., as president and general manager.

Mr. Steven Aiken has been appointed to the post of vice-president in charge of sales. He has been with the company for two years and until last fall was European representative for Addison Steel, Incorporated.

If you have any questions about these recent appointments, please let me know.

Sincerely yours,

Joseph T. Harrison, Manager
Personnel Department

mm

POSTTEST 2 KEY

October 24, 1983

Mr. T. D. Thomas
Field Representative
ABC Electronics
604 Blue Avenue
Kansas City, MO 64125

Dear Mr. Thomas:

Enclosed is our training manual, Accounting for a Corporation. It presents a completely modern viewpoint concerning accounting principles an ABC Electronics employee faces from day to day. This manual will be of interest not only to you but to all members of your Accounting Department.

Jim Brown, president of the Fisher Publishing Company, stated, "Each office faced with accounting problems should have a copy of Accounting for a Corporation on file."

Please incorporate these ideas into your system as soon as possible.

Very truly yours,

Gordon R. Taylor
Vice-president

mm

Enclosure

LESSON OBJECTIVE

Given an average-length business letter requiring punctuation marks, the student will be able to supply the punctuation marks needed with 90 percent accuracy within 15 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. This section should be covered early in the first quarter.
- B. Administer the pretest.
- C. Have students study rules which correspond to sentences they missed on the pretest.
- D. Give posttest.

II. Student

- A. Take pretest.
- B. Study punctuation rules from information sheets which correspond to sentences missed on the pretest.
- C. Complete assignment sheets.
- D. Take posttest.
- E. If necessary, review and retake posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheets and Answers

- A. AS 1: Comma Rules 1 and 2
- B. AS 2: Comma Rules 3 and 4
- C. AS 3: Comma Rule 5
- D. AS 4: Comma Rules 6, 7, and 8

E. AS 5: Comma Rules 9 and 10
F. AS 6: Comma Review
G. AS 7: Colons and Semicolons

V. Posttest and Key

INFORMATION SHEET

I. Punctuation Rules for Commas

Few punctuation rules are absolute. In fact, a punctuation mark may be OPTIONAL in a given sentence. The basic punctuation rules for the use of commas are given here:

A. Rule 1: Use commas to separate words, phrases, or clauses in a series of three or more items.

1. Do place a comma before the conjunction preceding the last item in the series even though the comma generally takes the place of the conjunction.

Examples: The necessities of life include food, shelter, and clothing.

We have listed information about our rates, rooms, restaurants, and meeting facilities.

We were impressed with his poise, his understanding, and his honesty.

2. No comma is used when all items are separated by and or or.

Examples: Mr. Jones or Mr. Smith or Mrs. James will conduct the meeting.

He was asked to wait and observe and reconsider.

B. Rule 2: Use commas to separate the items in a date or an address.

Examples: The company is located at 126 Main Street, Wichita, Kansas.

President John F. Kennedy was assassinated on November 22, 1963, in Dallas, Texas.

1. No comma is used if there is only one item.

Examples: Mary was born in Sikeston on May 15.

The company moved from Jackson to Springfield.

But: The company moved from Jackson, Missouri, to Springfield, Illinois.

2. Current practice is to OMIT the comma between the month and year when no day is given.

Examples: World War II ended in August 1945.

Truman's victory in the November 1948 presidential election surprised many newspaper publishers.

C. Rule 3: Use a comma before a coordinating (connecting) conjunction that joins two main (independent) clauses in a compound sentence. Remember: a compound sentence is two complete sentences connected by a conjunction to make one sentence. Coordinating conjunctions are: and, but, or, nor, for, so, and yet.

Examples: We will go to the storeroom for the stationery, and Mary will finish typing the letters.

Sometimes a comma is optional, but the sentence will make more sense if it is included.

1. No comma is needed if the clauses are very short (four or fewer words).

Examples: You do your part and we will do ours.

Go outside and get the paper.

2. Do not use a comma to separate two verbs joined by a coordinating conjunction. Remember: each clause must make sense when you read it alone.

Examples: We are required to type and file the list of names.

Mary dropped the bottle of perfume and broke it.

D. Rule 4: Place a comma after an introductory dependent clause. The dependent clause has a subject and a verb but does not express a complete thought (cannot stand alone).

1. Don't forget that these clauses are introduced with subordinate conjunctions. Know these subordinate conjunctions well: IF, SINCE, WHEN, AS, BECAUSE, WHILE, UNLESS, AFTER, BEFORE, and PROVIDED.

Examples: IF Vicki goes to the dance, I will go with her.

SINCE Marge went on a diet, she has lost 15 pounds.

AS long as the weather stays nice, I will plan the picnic.

2. Do not use commas to set off a dependent clause in the middle of a sentence or at the end of a sentence if it is essential to the basic meaning of the sentence.

Examples: We arrived at the theater after the play had begun.

Any person who has committed a crime should be brought to justice.

E. Rule 5: Use a comma or commas to "set off" words that are independent of a main clause and are clearly nonrestrictive (not essential) or parenthetical (not necessary). To tell whether a word or group of words is not essential, you can read the sentence without the word or words and the sentence will make sense.

To "set off" words means to put a comma before and after the word or group of words.

1. Some nonrestrictive items include:

a. Expressions used in direct address

Examples: You, sir, will have to leave the room.

We will be happy, Mr. Jones, to send you a free copy.

b. Nonrestrictive appositives--nouns used to rename, explain, or identify the noun or noun equivalent it follows.

Examples: Our firm's most valuable account, Rousseau & Sons, will soon begin producing a new sonar device.

Charles Morton, our leading candidate for mayor, is a brilliant business executive.

The word politician has more than one meaning. (No comma because "politician" is essential to the meaning of the sentence.)

c. Independent introductory expressions

Examples: Well, we might as well get started.

Gosh, we were only trying to help.

d. Adjectives that follow the nouns they modify

Examples: Our accountant, tense and exhausted, finally located the error.

The firemen, grimy and hot, put out the fire.

e. Contrasting expressions that begin with not, never, or seldom

Examples: The sale will take place in January, not December.

His speeches are always given in English, never Russian.

f. Brief questions added to preceding statements

Examples: You did finish that typing, didn't you?

You will call me, won't you?

g. Parenthetical (unnecessary) expressions tend to interrupt the natural flow of a sentence. Here is a partial list of parenthetical expressions: accordingly, consequently, for example, however, furthermore, moreover, therefore, nevertheless, of course, otherwise, obviously, besides, finally, in any case, in fact, in other words, in addition, at any rate.

Examples: At any rate, let us know the results of your study.

Therefore, we will be late for the meeting.

You may attempt to use the machine now; however, you may have difficulty.

Occasionally, an adverb clause may be used parenthetically. In this case, the clause interrupts the flow of a sentence and will require commas.

Examples: Many of us, after reading the report, realized our financial position was weak.

The tourists, after bustling about all day, were in no hurry to load the bus.

2. Do not use commas when the identifying or explaining words or phrases are essential to the sentence.

Examples: A plan including new offices for us has been approved. (The phrase is essential to the meaning of the sentence.)

The report to be proofread is on the desk.

His book A Trip Through History is a best-seller. (Essential because he has written more than one book so we must name the book to know which one is the best-seller.)

His latest book, A Trip Through History, is on the best-seller list. (Not essential because he has only one LATEST book.)

Remember: Clauses beginning with "that" are always essential, and require no commas!

Essential Clauses--no commas; Non-Essential Clauses--use the commas.

F. Rule 6: Use a comma or commas to separate a direct quotation from the rest of the sentence. Remember, a direct quotation is the actual words spoken or written by someone else.

1. The comma or period should always be placed inside the closing quotation mark.

Examples: Janet exclaimed, "I intend to take a plane."

"I plan to leave early," he remarked.
"I will," she replied, "be glad to go to the dance with you."

2. Do not use commas to set off words enclosed in quotation marks for emphasis.

Examples: He said it was a "top notch" report.

Arthur felt that it was a "hair-raising" horror film.

G. Rule 7: Use a comma to indicate the omission of a word or words that are necessary to complete the sense of the sentence.

Examples: My jacket cost $50; his, $40.

This week the football team plays Sikeston; next week, Charleston.

H. Rule 8: Use a comma to separate two consecutive adjectives that modify the same noun. To know whether to use a comma, use all three of these checks: (1) reverse the order before the noun, (2) separate the two adjectives with the conjunction and, (3) use each adjective individually with the noun it modifies.

Examples: She typed a lengthy, technical report.

Checks: We can reverse the order (technical, lengthy report) and we can use the conjunction "and" between the two adjectives (lengthy and technical) and we can use the two adjectives independently (lengthy report and technical report).

This concise, factual brochure is being sent to you today.

Checks: Factual, concise brochure; concise and factual; concise brochure, factual brochure.

I. Rule 9: Use a comma after a long introductory prepositional phrase. A prepositional phrase consists of a preposition, its object, and any words that modify the object of the preposition.

Do not use a comma if the prepositional phrase is short (fewer than four words).

Examples: In the front seat of my car, you will find several boxes.

At the request of the president, I am attending the workshop.

J. Rule 10: Place a comma after an introductory verbal phrase.

1. Introductory verbal phrases are independent of the rest of the sentence; you can read the sentence without the phrase and it will make sense.

Examples: To make matters worse, she forgot all about the meeting. (introductory phrase containing the verbal to make, which is an infinitive)

Running quickly to the desk, she answered the telephone. (introductory phrase containing the participle running)

Considering your typing skill, you should be able to get a job easily. (introductory phrase containing the verbal considering)

272

To save your money, you need to make regular deposits each payday. (introductory phrase containing the verbal to save)

2. Do not use a comma when the verb phrase is the subject of the sentence. These phrases will not be "independent" of the rest of the sentence so the sentence will not make sense when you omit the phrase.

Examples: Worrying about it won't help at all. (Worrying about it is the subject of the sentence. If you leave it out, the sentence is not complete.)

To type accurately is a requirement for the job. (To type accurately is an infinitive phrase (verbal) used as the subject of the sentence. The sentence doesn't make sense without it.)

II. Punctuation Rules for Colon and Semicolon

A. Rule 11: Use a colon (:) to introduce a series of items after expressions such as the following, as follows, thus and similar statements. Do not use the colon after a verb introducing such a series.

Example: Next year I will be taking the following classes: typing, shorthand, and accounting.

Next year I will take typing, shorthand, and accounting.

B. Rule 12: In expressions of time, use a colon to separate hours from minutes.

Example: 8:30 p.m. 11:15 a.m. 8:43 p.m.

C. Rule 13: In mixed punctuation for business letters, use a colon after the salutation.

Example: Dear Mr. Martin: Gentlemen: Dear Mary:

D. Rule 14: The semicolon (;) separates independent clauses (usually short complete sentences joined as one sentence).

Example: Mary ran a mile; her heart was beating fast.

E. Rule 15: Use a semicolon when independent clauses are joined by adverbial connectives such as therefore, however, accordingly.

Example: Janet had good skills; however, someone else got the job.

F. Rule 16: Use a semicolon before, and a comma after such expressions as for example, namely, and others when they introduce an explanation or enumeration.

Example: She had two choices; namely, to change her attitude or change her job.

G. Rule 17: To prevent misreading, the semicolon may be used to separate the clauses of a compound sentence when commas are used within either or both clauses. Also, semicolons are needed when commas are used within a series of items, such as names and addresses, cities and states, persons and their offices.

Example: At our next meeting, we will install Mary Davis, President; Mike Willis, Vice President; Sally Barton, Secretary; and Janet Howard, Treasurer.

Unit III - Written Communications
Lesson 3 - Punctuation

PRETEST

Directions: Insert the necessary punctuation in the following sentences. If no punctuation is necessary, place a "C" for "correct" before the sentence.

		Rule
1.	Yes I do intend to finish that job.	5
2.	Your article is interesting to read and we intend to publish it in our magazine soon.	3
3.	She will of course want to finish this semester.	5
4.	On March 12 1959 Hawaii became the 50th state to join the union.	2
5.	This is the third time you've called isn't it?	5
6.	Coats are marked down 50%; dresses 25%; shoes 10%.	7
7.	You were called about the meeting weren't you?	5
8.	She's a real "whiz" in shorthand.	6
9.	Furthermore you'll have to pay by the end of the month.	5
10.	The form to be completed is on your desk.	5
11.	To be a good gymnast is her goal.	10
12.	You Mr. Jones will have to leave at once.	5
13.	She would like to visit Houston Dallas and San Antonio.	1
14.	Paper costs have increased greatly therefore we must reduce waste.	5
15.	"Where are you going" asked her mother.	6
16.	The students after finishing a day of testing were dejected.	5
17.	I plan to visit Erie Pennsylvania next month.	2
18.	I am sorry gentlemen but I cannot meet your deadline.	5
19.	You may pay now or you may prefer to pay at the end of the month.	3
20.	Burt Reynolds the famous movie star will visit our town.	5

		Rule
21.	That is a practical business course.	8
22.	You will however be required to buy a new book.	5
23.	While I was in your office I noticed several new employees.	4
24.	The word separate is often misspelled.	5
25.	The list includes stocks recommended for long-term growth liberal income and utmost safety.	1
26.	The students loud and exuberant loaded the bus for the national convention.	5
27.	Mary Donovan our president and Jeana Bartlett our vice-president were both absent but Ted Curtiss our secretary presided at the meeting.	17
28.	The deadline is tomorrow and we must have an immediate decision from you.	3
29.	John Campbell a good friend of mine will be visiting me this weekend.	5
30.	Mary came to this party reluctantly but she really seems to be having a good time.	3
31.	Flight 174 departs at 1045 p.m. each weekday.	12
32.	In just a few short weeks it will be Christmas.	9
33.	Mary is good in typing not bookkeeping.	5
34.	You'll go to the meeting with me won't you?	5
35.	Janet lives at 344 South Fifth Street Joplin Missouri.	2
36.	Kathy Riggs the president of FBLA will represent us at the meeting.	5
37.	If you cannot use these samples please return them to us.	4
38.	Study these three software applications data base word processing and spread sheet	11
39.	"She will" said Bill "be coming with me."	6
40.	All members performed commendably for example Bert received top honors in Business Law.	16
41.	We give only factual complete information.	8

		Rule
42.	Mark realized that he was going to be late to the meeting.	5
43.	Mary will be attending the session on Parliamentary Procedures: John on Public Speaking.	7
44.	After you have read the instructions we suggest that you paste them on the side of your machine for future reference.	4
45.	Cindy typed 75 words per minute Laura typed 55 words per minute.	14
46.	We completed the project before you issued the bulletin modifying the instructions.	4
47.	Filing has been automated however you must still learn basic filing rules.	15
48.	Running quickly to the car she avoided getting drenched.	10
49.	It was a thankless tedious job.	8
50.	Our school needs additional microcomputers vocational business classes request six additional units.	14

PRETEST

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C 24.	The word separate is often misspelled.	5
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36.	Kathy Riggs, the president of FBLA, will represent us at the meeting.	5
37.	If you cannot use these samples, please return them to us.	4
38.	Study these three software applications: data base, word processing, and spread sheet.	11
39.	"She will," said Bill, "be coming with me."	6
40.	All members performed commendably; for example, Bert received top honors in Business Law.	16

Rule

41. We give only factual, complete information. 8

C 42. Mark realized that he was going to be late to the meeting. 5

43. Mary will be attending the session on Parliamentary Procedures; John, on Public Speaking. 7

44. After you have read the instructions, we suggest that you paste them on the side of your machine for future reference. 4

C 45. Cindy typed 75 words per minute; Laura typed 55 words per minute. 14

C 46. We completed the project before you issued the bulletin modifying the instructions. 4

47. Filing has been automated; however, you must still learn basic filing rules. 15

48. Running quickly to the car, she avoided getting drenched. 10

49. It was a thankless, tedious job. 8

50. Our school needs additional microcomputers; vocational business classes request six additional units. 14

ASSIGNMENT SHEET 1: Comma Rules 1 and 2

Directions: Insert commas as needed in each of these sentences. If the sentence is correct as it is, place a "C" before the sentence.

1. You have my best wishes for success continued prosperity and happiness.
2. Martin Luther King was born on January 5 1929.
3. Business management deals with planning organizing and controlling functions.
4. The letters will arrive on either Monday or Tuesday or Wednesday.
5. You should study harder review more carefully and write with more control.
6. In July 1969, astronauts Armstrong and Aldrin walked on the moon.
7. We are looking for someone to represent us in public relations sales and management.
8. We hope you have a pleasant trip to Memphis Tennessee.
9. Our company would like to exhibit its new line on June 18.
10. We will be moving to 118 Rose Street Benton Kentucky.
11. Mr. Douglas will assume the post of field manager for the states of Ohio Michigan Kentucky and Tennessee.
12. Richard Nixon the 37th president of the United States resigned from office on August 8 1974.
13. Please write out your check place it in the enclosed envelope and mail it to us.
14. Vietnam, America's longest war, ended in January 1973.
15. The family will move from Oran to Chaffee.
16. I can see you on Monday Tuesday or Wednesday.
17. Pearl Harbor was bombed in a surprise attack on December 7 1941.
18. The conference will convene in Scott City Missouri next month.

19. The latter part of the series appeals to neither pride fairness nor honor.

20. We have relatives in Cape Girardeau Missouri and Jackson Mississippi.

21. Remember to stop and look and listen.

22. On September 5 1972, nine Israelis on the Olympic team were killed.

23. You may leave now stay another hour or remain the rest of the day.

24. I was delighted to hear of your rewarding experience in teaching typing shorthand and bookkeeping.

25. The report was neat and accurate and detailed.

26. Susan will leave for St. Louis on April 15.

27. Clearing up a defective title is costly time-consuming and frustrating.

28. Tom's new address is 131 North Kingshighway Charleston Missouri.

29. She was a fast efficient and quiet worker.

30. Highway 61 takes you from Benton to Kelso.

31. Israel became a nation in May 1948.

32. The weather report called for a low in the mid 20's a high in the 30's and snow flurries.

33. A peace treaty between Egypt and Israel was signed on March 26 1979.

34. Her favorite subjects are typing shorthand and accounting.

35. We hope your new home will be a source of real pleasure much comfort and happiness to you your family and friends.

36. Here is the dryer that does a complete job with a minimum expenditure of time work worry and money.

37. Amelia Earhart made her flight across the Atlantic on June 18 1928.

38. I studied the reports you gave me for the months of January February and March.

39. Mrs. Allen or Mrs. Sims or Mrs. Paul will be my shorthand teacher next year.

40. The Hindenburg, a large helium airship, crashed and burned in May 1937.

ASSIGNMENT SHEET 2: Comma Rules 3 and 4

Directions: Review rules 3 and 4. Place necessary commas in the following sentences. If Rule 3 applies, read both independent clauses to see if they "make sense" standing alone. If Rule 4 applies, underline the word that "signals" an introductory clause. If no comma is necessary, mark a "C" at the beginning of the sentence.

1. We suggest that you use a mild soap on your new sweater but detergents will not harm the material.
2. If we can be certain that we have all the facts we can make a decision soon.
3. While observing the students we noticed that they had good typing techniques.
4. Since completing my report on the effects of tardiness I have been more conscientious about getting to work on time.
5. She wrote the report and I typed it.
6. Although the report contained good information it was too short.
7. If you wish more information sign and return the enclosed form.
8. As soon as you send the lease we shall sign it and return it immediately.
9. After the report was read Mrs. Vega asked for comments.
10. Because you worked diligently you were promoted.
11. When you proofread the paper make sure the amounts are correct.
12. Although he earns a good salary he doesn't manage his money well.
13. I called and requested a return call but no one has called back yet.
14. Before you begin work gather your supplies and find a quiet place.
15. After polling the entire staff Mr. Jacoby notified his superiors of the results.
16. After you finish that letter please type this memo.
17. We can't understand his reasoning nor can we support his position.
18. If they refuse to honor the contract take legal action.

19. You were promoted because you worked diligently and efficiently.

20. You may pay for your purchases now or you may prefer to pay for them at the end of the month.

21. We will deduct the returned merchandise from your account and we hope we will have an opportunity to serve you again.

22. You may buy that typewriter now and you may purchase the more advanced model later.

23. If you would like more information on the machines please sign and return the enclosed card.

24. Since I could not find a comparable piece of equipment for the same price I have decided to purchase from your company.

25. Since we expect many people to attend the convention I suggest you arrive early.

26. Initiative is a desirable trait but it must not be permitted to run wild.

27. She added the figures and entered the totals in proper sequence.

28. Unless we receive your check by the end of this month we will turn your account over to our attorneys for collection.

29. We have sent that information to you and we hope you will find it useful.

30. If we can be of further assistance to you please let us know.

31. You may use this gift certificate yourself or you may give it to a friend or a relative.

32. If you are interested in putting any merchandise in lay-away we must do that before March 15.

33. As there were several errors on the paper her employer asked that she type it over.

34. Since the sale will last only three hours we have made special arrangements to reserve a rug for you.

35. You still have plenty of time if you are interested in putting material in lay-away.

36. When you see him next month please be sure to give him my best wishes.

37. Before we can make a final decision we must have all the facts.

38. The course cannot be offered unless at least 15 persons request it.

39. Some people try to help themselves by taking on extra work but there is a limit to what a person can do.

40. I have examined the machine personally and must admit that there is something wrong with it.

41. When we wrote to you about the change in our personnel we did not know that you were considering hiring additional help.

42. Let us demonstrate it for you at the store or let our representative show it to you at your home.

43. Although your office may not now be equipped with electronic calculators I am sure you will agree that these machines are easy to use.

44. Since we had to dismiss school for three "snow days" the school year had to be extended.

45. The projector can cast images on a tabletop and the extra illumination it gives eliminates the bother of turning off lights.

46. Although you may not need much fuel at this time you should look ahead to future needs.

47. Our staff is rather small and is kept quite busy getting out each issue.

48. After he finished balancing the books he started at once to organize the files.

49. Before we sink money into mailing thousands of letters to the large groups of prospective new readers we have in mind we would like to ask your opinion.

50. I received the sample material you sent to me and am delighted with it.

ASSIGNMENT SHEET 3: Comma Rule 5

Directions: Review Rule 5. Place the necessary commas in the following sentences. All of these sentences contain nonessential elements. Therefore, the sentences should make sense without the words separated by commas.

1. Obviously they will not be able to pay their debts.
2. My car a Mustang is in the shop.
3. The waitress tired and cranky brought us our food.
4. They are taking a bus to the game aren't they?
5. I would consider living in Japan not China.
6. My that is a nice suit.
7. Consequently XYZ Company received the bid.
8. Sue will you be able to attend the party?
9. Scott is going to the races isn't he?
10. I Brenda King do hereby install you Karla Day as president of FBLA.
11. Oh were you here yesterday?
12. Mary Jane in fact is the best secretary I have ever had.
13. We will go to Carbondale not Paducah.
14. The star famous and handsome had no time for us.
15. Furthermore we will be late for the meeting.
16. You did go to work didn't you?
17. Randy athletic and muscular lifts weights daily.
18. They are normally right seldom wrong.
19. We saw Randy Adams president of our Student Council at the shopping center.
20. We will be glad to have your family stay with us Tom.

21. Sir would you please pass the salt.

22. Yes we are going to the game.

23. Robert my brother has a new girlfriend.

24. At any rate you should not have been in the hall without a pass.

25. Jack and Mary after the accident drove more carefully.

26. She will graduate won't she?

27. The club Mr. Jones is on the other side of town.

28. Linda Hartman the new juvenile officer is very strict.

29. Our car shiny and new was involved in an accident.

30. The concert is in Memphis not St. Louis.

31. Todd is moving isn't he?

32. Therefore the assignment is due tomorrow.

33. Mary is getting married isn't she?

34. Our dog hungry and wet returned from the storm.

35. They usually vacation in Montana seldom in Colorado.

36. Thank you sir for your generous offer.

37. Lee Craston the bank president left early for a meeting.

38. No I do not live with my parents.

39. She will however be the choice for the position.

40. My sister popular and pretty has many dates.

41. You will call me won't you?

42. The Kirby's the wealthiest family in town are in Tahiti.

43. You have a nice car Bob.

44. Our parents tired and hungry returned from their vacation.

45. Sir we have a table for you now.

46. Well what do you think we should do?

47. The surgeon tense and exhausted lost the patient.

48. I speak English not French.

49. You have a nice touch Mrs. Green in decorating.

50. He always goes to the lake never the river.

ASSIGNMENT SHEET 4: Comma Rules 6, 7, and 8

Directions: Review Rules 6, 7, and 8. Place the necessary commas in the following sentences. Some sentences may not need a comma; place a C beside those.

1. The game was played under ideal weather conditions.
2. "This new procedure" the accountant explained "will save time and money."
3. Joe's speech was excellent; Frank's poor.
4. Betty wore her new winter coat this morning.
5. We "lost" the game on a bad call by the umpire.
6. Some offices close at 5; others at 4.
7. Our instructor remarked "Typing is a skill and requires practice."
8. It was a miserable wet evening for a football game.
9. Tom will go to work; Mary to school.
10. Our club president is a responsible efficient person.
11. My letter is mailable; yours not.
12. Janet explained patiently "There is still an error in the invoice."
13. Our team scored 56 points; theirs 57.
14. She was sore after doing that strenuous tiring exercise.
15. My mother is 37; hers is 42.
16. His job was easy; hers difficult.
17. All members "pitched in" to get the room cleaned up.
18. That smooth silk material will make a beautiful dress.
19. The Governor remarked "Taxes will probably have to be increased."
20. Some members played hard; others didn't.
21. He was a young successful lawyer.
22. The teachers complained "We are using old worn-out accounting books."

23. Her assignment was correct; mine not.

24. This remarkable new computer will replace our old posting machine.

25. One column balanced; one didn't.

26. He "resigned" at the request of his peers.

27. Writing on a smooth hard surface produces the best results.

28. "I will be at the game" she stated with excitement.

29. I wore my old flannel nightgown last night.

30. "Marsha will" Todd said "be my date for the dance."

ASSIGNMENT SHEET 5: Comma Rules 9 and 10

Directions: Review Rules 9 and 10. Insert commas in the following sentences. Some sentences may be correct as they are. If so, place a "C" at the beginning of the sentence.

1. In the trunk of my car you will find a jack.
2. Asking questions is an excellent way to learn.
3. Sending a gift Scott wished all a Merry Christmas.
4. Under the bench by the tree I left my homework.
5. On Friday we will visit relatives.
6. Apologizing for her rudeness the clerk was eager to make a sale.
7. Reading is a self-improvement hobby.
8. Of everyone who took the exam Kim made the highest grade.
9. With the message of the day written on the chalkboard the instructor began his lesson.
10. After school we went shopping.
11. Worrying won't make your headache any better.
12. Cheering her team to victory Patty was outraged at the lack of enthusiasm in the stands.
13. Without delay the boss began to dictate.
14. By the end of the school year most seniors are getting anxious.
15. Calling long distance is expensive.
16. Speeding down the highway the driver missed his exit.
17. For several minutes after we arrived the crowd continued to be restless.
18. With the baby crying in his room the new mother lost her patience.
19. Since she types 70 words per minute Pam is the best candidate for the position.
20. Walking on the ice the lady fell and broke her ankle.

21. Through the mist we could see a small boy hovering in the corner.

22. Arguing is a good way to release your frustrations.

23. The lady left the room without hesitation.

24. Considering the cost of this trip I intend to go on all of the tours.

25. Enjoying this exercise is of utmost importance.

ASSIGNMENT SHEET 6: Comma Review

Directions: Insert the necessary commas in these letters.

Dear Mr. Miller:

Enclosed is your payment book to be used in sending your monthly mortgage payments. Just mail your check and the payment book to us before the first of each month. As soon as we receive your check we will record the payment in your payment book and return it to you.

As you will note your first payment is $500. All subsequent payments will be $350 which includes principal interest taxes and insurance. The first payment is somewhat higher because an additional 20-day period is included in the payment.

If you ever have any questions regarding your mortgage please contact anyone in the Loan Department at our bank.

Sincerely yours,

Dear Mr. Nelson:

As you will recall my secretary talked with you yesterday about signing a legal document clearing the title on your property. Enclosed is that document and a deed that you must sign in the presence of a notary public.

Please note that you are to sign these documents in three places as indicated by "check marks" and your signature must be witnessed.

You may prefer to take these documents to your attorney. If it would be more convenient you may bring the documents to our office; and our notary public will witness your signature.

Please take care of this matter immediately Mr. Nelson so that the final sale of your property will not be delayed.

Sincerely yours,

ASSIGNMENT SHEET 7: Colons and Semicolons

Directions: Insert colons, semicolons, and commas where needed.

1. The typewriter ribbon needs changing the element needs cleaning.
2. That resort has these attractive features convenient location attractive rooms and good food.
3. Answer the questions quickly however be sure your answers are accurate.
4. The chairman appointed the following committee heads Sam Williams publicity Mary Beggs social Barbara Boren programs.
5. The workshop starts at 7 a.m. therefore I will not eat breakfast.
6. I know you prefer typewriting to shorthand but if you plan to work in an office you will probably need both skills.
7. Dear Mr. Jones Your reservation is for 830 p.m. on Friday August 14.
8. When you go for the test be sure to take the following a pen a shorthand notebook and some kind of correction material.
9. This summer we will plant the following items in our garden tomatoes green beans green peppers and corn.
10. The grand opening was a success many people attended.
11. Harold will meet us at 430 p.m. if he can't make it he will call us.
12. If it rains we will have to postpone the picnic but if the weather is nice we will leave from the school at 530 p.m.
13. Her new duties include answering the telephone opening the mail and filing.
14. Bill has worked late every night this week however he still has not completed that project.
15. Ruth collects stamps her brother collects coins.
16. Dear Mr. Marshall Thank you for answering our request so promptly.
17. The following add to the cost of business accounting errors misfiled letters and poor telephone techniques.
18. The brochure is self-explanatory read it carefully.

19. They have new branch offices at 731 Main Street Sikeston Missouri 3720 North Boulevard Jackson Missouri and 7802 William Street Paducah Kentucky.

20. I am here please don't count me absent.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1: Comma Rules 1 and 2

Directions: Insert commas as needed in each of these sentences. If the sentence is correct as it is, place a C before the sentence.

1. You have my best wishes for success, continued prosperity, and happiness.

2. Martin Luther King was born on January 5, 1929.

3. Business management deals with planning, organizing, and controlling functions.

C 4. The letters will arrive on either Monday or Tuesday or Wednesday.

5. You should study harder, review more carefully, and write with more control.

C 6. In July 1969, astronauts Armstrong and Aldrin walked on the moon.

7. We are looking for someone to represent us in public relations, sales, and management.

8. We hope you have a pleasant trip to Memphis, Tennessee.

C 9. Our company would like to exhibit its new line on June 18.

10. We will be moving to 118 Rose Street, Benton, Kentucky.

11. Mr. Douglas will assume the post of field manager for the states of Ohio, Michigan, Kentucky, and Tennessee.

12. Richard Nixon, the 37th president of the United States, resigned from office on August 8, 1974.

13. Please write out your check, place it in the enclosed envelope, and mail it to us.

C 14. Vietnam, America's longest war, ended in January 1973.

C 15. The family will move from Oran to Chaffee.

16. I can see you on Monday, Tuesday, or Wednesday.

17. Pearl Harbor was bombed in a surprise attack on December 7, 1941.

18. The conference will convene in Scott City, Missouri, next month.

19. The latter part of the series appeals to neither pride, fairness, nor honor.

20. We have relatives in Cape Girardeau, Missouri, and Jackson, Mississippi.

C 21. Remember to stop and look and listen.

22. On September 5, 1972, nine Israelis on the Olympic team were killed.

23. You may leave now, stay another hour, or remain the rest of the day.

24. I was delighted to hear of your rewarding experience in teaching typing, shorthand, and bookkeeping.

C 25. The report was neat and accurate and detailed.

C 26. Susan will leave for St. Louis on April 15.

27. Clearing up a defective title is costly, time-consuming, and frustrating.

28. Tom's new address is 131 North Kingshighway, Charleston, Missouri.

29. She was a fast, efficient, and quiet worker.

C 30. Highway 61 takes you from Benton to Kelso.

C 31. Israel became a nation in May 1948.

32. The weather report called for a low in the mid 20's, a high in the 30's, and snow flurries.

33. A peace treaty between Egypt and Israel was signed on March 26, 1979.

34. Her favorite subjects are typing, shorthand, and accounting.

35. We hope your new home will be a source of real pleasure, much comfort, and happiness to you, your family, and friends.

36. Here is the dryer that does a complete job with a minimum expenditure of time, work, worry, and money.

37. Amelia Earhart made her flight across the Atlantic on June 18, 1928.

38. I studied the reports you gave me for the months of January, February, and March.

C 39. Mrs. Allen or Mrs. Sims or Mrs. Paul will be my shorthand teacher next year.

C 40. The Hindenberg, a large helium airship, crashed and burned in May 1937.

Assignment Sheet 2: Comma Rules 3 and 4

1. We suggest that you use a mild soap on your new sweater, but detergents will not harm the material.

2. If we can be certain that we have all the facts, we can make a decision soon.

3. While observing the students, we noticed that they had good typing techniques.

4. Since completing my report on the effects of tardiness, I have been more conscientious about getting to work on time.

C 5. She wrote the report and I typed it.

6. Although the report contained good information, it was too short.

7. If you wish more information, sign and return the enclosed form.

8. As soon as you send the lease, we shall sign it and return it immediately.

9. After the report was read, Mrs. Vega asked for comments.

10. Because you worked diligently, you were promoted.

11. When you proofread the paper, make sure the amounts are correct.

12. Although he earns a good salary, he doesn't manage his money well.

13. I called and requested a return call, but no one has called back yet.

14. Before you begin work, gather your supplies and find a quiet place.

15. After polling the entire staff, Mr. Jacoby notified his superiors of the results.

16. After you finish that letter, please type this memo.

C 17. We can't understand his reasoning nor can we support his position.

18. If they refuse to honor the contract, take legal action.

C 19. You were promoted because you worked diligently and efficiently.

20. You may pay for your purchases now, or you may prefer to pay for them at the end of the month.

21. We will deduct the returned merchandise from your account, and we hope we will have an opportunity to serve you again.

22. You may buy that typewriter now, and you may purchase the more advanced model later.

23. If you would like more information on the machines, please sign and return the enclosed card.

24. Since I could not find a comparable piece of equipment for the same price, I have decided to purchase from your company.

25. Since we expect many people to attend the convention, I suggest you arrive early.

26. Initiative is a desirable trait, but it must not be permitted to run wild.

C 27. She added the figures and entered the totals in proper sequence.

28. Unless we receive your check by the end of this month, we will turn your account over to our attorneys for collection.

29. We have sent that information to you, and we hope you will find it useful.

30. If we can be of further assistance to you, please let us know.

31. You may use this gift certificate yourself, or you may give it to a friend or a relative.

32. If you are interested in putting any merchandise in lay-away, we must do that before March 15.

33. As there were several errors on the paper, her employer asked that she type it over.

34. Since the sale will last only three hours, we have made special arrangements to reserve a rug for you.

C 35. You still have plenty of time if you are interested in putting material in lay-away.

36. When you see him next month, please be sure to give him my best wishes.

37. Before we can make a final decision, we must have all the facts.

C 38. The course cannot be offered unless at least 15 persons request it.

39. Some people try to help themselves by taking on extra work, but there is a limit to what a person can do.

C 40. I have examined the machine personally and must admit that there is something wrong with it.

41. When we wrote to you about the change in our personnel, we did not know that you were considering hiring additional help.

42. Let us demonstrate it for you at the store, or let our representative show it to you at your home.

43. Although your office may not now be equipped with electronic calculators, I am sure you will agree that these machines are easy to use.

44. Since we had to dismiss school for three "snow days," the school year had to be extended.

45. The projector can cast images on a table top, and the extra illumination it gives eliminates the bother of turning off lights.

46. Although you may not need much fuel at this time, you should look ahead to future needs.

C 47. Our staff is rather small and is kept quite busy getting out each issue.

48. After he finished balancing the books, he started at once to organize the files.

49. Before we sink money into mailing thousands of letters to the large groups of prospective new readers we have in mind, we would like to ask your opinion.

C 50. I received the sample material you sent to me and am delighted with it.

Assignment Sheet 3: Comma Rule 5

1. Obviously, they will not be able to pay their debts.

2. My car, a Mustang, is in the shop.

3. The waitress, tired and cranky, brought us our food.

4. They are taking a bus to the game, aren't they?

5. I would consider living in Japan, not China.

6. My, that is a nice suit.

7. Consequently, XYZ Company received the bid.

8. Sue, will you be able to attend the party?

9. Scott is going to the races, isn't he?

10. I, Brenda King, do hereby install you, Karla Day, as president of FBLA.

11. Oh, were you here yesterday?

12. Mary Jane, in fact, is the best secretary I have ever had.

13. We will go to Carbondale, not Paducah.

14. The star, famous and handsome, had no time for us.

15. Furthermore, we will be late for the meeting.

16. You did go to work, didn't you?

17. Randy, athletic and muscular, lifts weights daily.

18. They are normally right, seldom wrong.

19. We saw Randy Adams, president of our Student Council, at the shopping center.

20. We will be glad to have your family stay with us, Tom.

21. Sir, would you please pass the salt.

22. Yes, we are going to the game.

23. Robert, my brother, has a new girlfriend.

24. At any rate, you should not have been in the hall without a pass.

25. Jack and Mary, after the accident, drove more carefully.

26. She will graduate, won't she?

27. The club, Mr. Jones, is on the other side of town.

28. Linda Hartman, the new juvenile officer, is very strict.

29. Our car, shiny and new, was involved in an accident.

30. The concert is in Memphis, not St. Louis.

31. Todd is moving, isn't he?

32. Therefore, the assignment is due tomorrow.

33. Mary is getting married, isn't she?

34. Our dog, hungry and wet, returned from the storm.

35. They usually vacation in Montana, seldom in Colorado.

36. Thank you, sir, for your generous offer.

37. Lee Craston, the bank president, left early for a meeting.

38. No, I do not live with my parents.

39. She will, however, be the choice for the position.

40. My sister, popular and pretty, has many dates.

41. You will call me, won't you?

42. The Kirby's, the wealthiest family in town, are in Tahiti.

43. You have a nice car, Bob.

44. Our parents, tired and hungry, returned from their vacation.

45. Sir, we have a table for you now.

46. Well, what do you think we should do?

47. The surgeon, tense and exhausted, lost the patient.

48. I speak English, not French.

49. You have a nice touch, Mrs. Green, in decorating.

50. He always goes to the lake, never the river.

Assignment Sheet 4: Comma Rules 6, 7, and 8

C 1. The game was played under ideal weather conditions.

2. "This new procedure," the accountant explained, "will save time and money."

3. Joe's speech was excellent; Frank's, poor.

C 4. Betty wore her new winter coat this morning.

C 5. We "lost" the game on a bad call by the umpire.

6. Some offices close at 5; others, at 4.

7. Our instructor remarked, "Typing is a skill and requires practice."

8. It was a miserable, wet evening for a football game.

9. Tom will go to work; Mary, to school.

10. Our club president is a responsible, efficient person.

11. My letter is mailable; yours, not.

12. Janet explained patiently, "There is still an error in the invoice."

13. Our team scored 56 points; theirs, 57.

14. She was sore after doing that strenuous, tiring exercise.

C 15. My mother is 37; hers is 42.

16. His job was easy; hers, difficult.

C 17. All members "pitched in" to get the room cleaned up.

18. That smooth, silk material will make a beautiful dress.

19. The Governor remarked, "Taxes will probably have to be increased."

20. Some members played hard; others didn't.

21. He was a young, successful lawyer.

22. The teachers complained, "We are using old, worn-out accounting books."

23. Her assignment was correct; mine, not.

C 24. This remarkable new computer will replace our old posting machine.

25. One column balanced; one didn't.

C 26. He "resigned" at the request of his peers.

27. Writing on a smooth, hard surface produces the best results.

28. "I will be at the game," she stated with excitement.

C 29. I wore my old flannel nightgown last night.

30. "Marsha will," Todd said, "be my date for the dance."

Assignment Sheet 5: Comma Rules 9 and 10

1. In the trunk of my car, you will find a jack.

C 2. Asking questions is an excellent way to learn.

3. Sending a gift, Scott wished all a Merry Christmas.

4. Under the bench by the tree, I left my homework.

5. On Friday, we will visit relatives.

6. Apologizing for her rudeness, the clerk was eager to make a sale.

C 7. Reading is a self-improvement hobby.

8. Of everyone who took the exam, Kim made the highest grade.

9. With the message of the day written on the chalkboard, the instructor began his lesson.

10. After school, we went shopping.

C 11. Worrying won't make your headache any better.

12. Cheering her team to victory, Patty was outraged at the lack of enthusiasm in the stands.

13. Without delay, the boss began to dictate.

14. By the end of the school year, most seniors are getting anxious.

C 15. Calling long distance is expensive.

16. Speeding down the highway, the driver missed his exit.

17. For several minutes after we arrived, the crowd continued to be restless.

18. With the baby crying in his room, the new mother lost her patience.

19. Since she types 70 words per minute, Pam is the best candidate for the position.

20. Walking on the ice, the lady fell and broke her ankle.

21. Through the mist, we could see a small boy hovering in the corner.

C 22. Arguing is a good way to release your frustrations.

C 23. The lady left the room without hesitation.

24. Considering the cost of this trip, I intend to go on all of the tours.

C 25. Enjoying this exercise is of utmost importance.

Assignment Sheet 6: Comma Review

Dear Mr. Miller:

Enclosed is your payment book to be used in sending your monthly mortgage payments. Just mail your check and the payment book to us before the first of each month. As soon as we receive your check, we will record the payment in your payment book and return it to you.

As you will note, your first payment is $500. All subsequent payments will be $350, which includes principal, interest, taxes, and insurance. The first payment is somewhat higher because an additional 20-day period is included in the payment.

If you ever have any questions regarding your mortgage, please contact anyone in the Loan Department at our bank.

Sincerely yours,

Dear Mr. Nelson:

As you will recall, my secretary talked with you yesterday about signing a legal document clearing the title on your property. Enclosed is that document and a deed that you must sign in the presence of a notary public.

Please note that you are to sign these documents in three places, as indicated by "check marks" and your signature must be witnessed.

You may prefer to take these documents to your attorney. If it would be more convenient, you may bring the documents to our office; and our notary public will witness your signature.

Please take care of this matter immediately, Mr. Nelson, so that the final sale of your property will not be delayed.

Sincerely yours,

Assignment Sheet 7: Colon and Semicolon

1. The typewriter ribbon needs changing; the element needs cleaning.
2. That resort has these attractive features: convenient location, attractive rooms, and good food.
3. Answer the questions quickly; however, be sure your answers are accurate.
4. The chairman appointed the following committee heads: Sam Williams, publicity; Mary Beggs, social; Barbara Boren, programs.
5. The workshop starts at 7 a.m.; therefore, I will not eat breakfast.
6. I know you prefer typewriting to shorthand; but if you plan to work in an office, you will probably need both skills.
7. Dear Mr. Jones: Your reservation is for 8:30 p.m. on Friday, August 14.
8. When you go for the test, be sure to take the following: a pen, a shorthand notebook, and some kind of correction material.
9. This summer we will plant the following items in our garden: tomatoes, green beans, green peppers, and corn.
10. The grand opening was a success; many people attended.
11. Harold will meet us at 4:30 p.m., if he can't make it, he will call us.
12. If it rains, we will have to postpone the picnic; but if the weather is nice, we will leave from the school at 5:30 p.m.

13. Her new duties include answering the telephone, opening the mail, and filing.

14. Bill has worked late every night this week; however, he still has not completed that project.

15. Ruth collects stamps; her brother collects coins.

16. Dear Mr. Marshall: Thank you for answering our request so promptly.

17. The following add to the cost of business: accounting errors, misfiled letters, and poor telephone techniques.

18. The brochure is self-explanatory; read it carefully.

19. They have new branch offices at 731 Main Street, Sikeston, Missouri; 3720 North Boulevard, Jackson, Missouri; and 7802 William Street, Paducah, Kentucky.

20. I am here; please don't count me absent.

POSTTEST

Directions: Insert the necessary punctuation marks in the following letter.

Dear Mr. Thomas

Thank you for your letter of inquiry in response to our recent advertisement. You will find the enclosed circular helpful. It includes the following information about our publication circulation figures subscription rates cost of advertising and outlines of the subject matter in recent issues.

As you probably are aware our magazine is distributed nationally. Although it is a comparatively new publication its circulation is growing rapidly we hope this growth continues.

Currently we publish only monthly editions however we expect to publish a biweekly edition in the near future. If our circulation continues to climb we will be able to do so.

The subjects treated in our articles include information that is relatively technical about various subjects. Since skillful writers on such subjects are neither plentiful nor easily found we are constantly looking for new contributors to our magazine. Your letter indicated that you formerly wrote for a publication such as ours. I am certain we can make arrangements to publish some of your articles however I cannot make a definite offer before meeting with you and talking with you about your qualifications and salary requirements.

Please come by my office at 230 p.m. next Friday October 20 for a personal interview. If this time is not convenient for you call me to arrange another time.

Sincerely yours

John Martin, Editor

POSTTEST KEY

Dear Mr. Thomas:

Thank you for your letter of inquiry in response to our recent advertisement. You will find the enclosed circular helpful. It includes the following information about our publication: circulation figures, subscription rates, cost of advertising, and outlines of the subject matter in recent issues.

As you probably are aware, our magazine is distributed nationally. Although it is a comparatively new publication, its circulation is growing rapidly; we hope this growth continues.

Currently, we publish only monthly editions; however, we expect to publish a biweekly edition in the near future. If our circulation continues to climb, I am sure we will be able to do so.

The subjects treated in our articles include information that is relatively technical about various subjects. Since skillful writers on such subjects are neither plentiful nor easily found, we are constantly looking for new contributors to our magazine. Your letter indicated that you formerly wrote for a publication such as ours. I am certain we can make arrangements to publish some of your articles; however, I cannot make a definite offer before meeting with you and talking with you about your qualifications and salary requirements.

Please come by my office at 2:30 p.m. next Friday, October 20, for a personal interview. If this time is not convenient for you, call me to arrange another time.

Sincerely yours,

John Martin, Editor

LESSON OBJECTIVE

Given an exercise in which a choice of 20 commonly confused words is supplied, the student will choose the correct word with 90 percent accuracy within 20 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. This section should be covered early in the first quarter of the vocational block program (preferably in conjunction with the unit on spelling).
- B. Using the list of "commonly confused words," call attention to the ones used most frequently.
- C. Complete Assignment Sheet 1 in class. Students may consult the list during the exercise. Check in class.
- D. Students who miss more than four on this assignment should complete Assignment Sheet 2.
- E. All students complete Posttest 1.
- F. If students miss more than three on the posttest, work with each student individually on the words that are problems for that particular student.

II. Student

- A. Read and discuss objectives and information sheets. Study the list of commonly confused words.
- B. Complete Assignment Sheet 1 in class (using the word list if necessary).
- C. If more than four errors were made on Assignment Sheet 1, review and then complete Assignment Sheet 2.
- D. Take posttest.
- E. If more than three errors are made on the posttest, get extra help from the instructor.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Assignment Sheets and Answers

   A. AS 1: Choose the Right Word
   B. AS 2: Words That Sound Alike

IV. Posttest and Key

Unit III - Written Communications
Lesson 4 - Words Which Are Frequently Confused

INFORMATION SHEET

I. Sources of confusion

A. In our language, there are many words that sound alike but that are slightly different in spelling and definition.

B. Other words have a slightly different sound but are frequently confused and give a great deal of trouble until they have been mastered.

C. When typing or transcribing, read carefully to determine the correct word, based on the writer's meaning.

II. Examples

accede - agree, comply with
exceed - surpass

accept - receive, take
except - omit, unless, exclude

access - admittance
excess - too much

adapt - make suitable, adjust
adept - skilled
adopt - take as one's own or approve

addition - increase
edition - published form

advice - opinion, suggestion, recommendation
advise - offer opinion, give advice

affect - influence, pretend
effect - consequence, bring about result, state of being in operation

aid - help
aide - one who helps

allude - refer indirectly
elude - escape

already - beforehand
all ready - all prepared

altar - religious shrine
alter - change

attendance - presence
attendants - those who attend

capital - money amassed, seat of government
capitol - the building in which legislature meets

cent - a small coin
scent - an odor or smell
sent - dispatched
cents - less than a dollar
sense - feeling, meaning

choose - to select
chose - past tense of choose

cite - quote
sight - vision, observation, aim
site - locale, a plot of ground

complement - to complete by making up another's lack
compliment - to give praise

confidant - one to whom a secret is told
confident - assured

conscience - ethical judgment
conscientious - dictated by one's standard of right and wrong
conscious - mentally alert

cooperation - joint action, work together
corporation - artificial person created by law to act in certain capacity

correspondent - third party in divorce action
correspondent - letter writer
correspondence - letters

corps - number of persons acting jointly
corpse - dead body
core - center or vital part

council - a legislative body
counsel - a lawyer, give opinion or advice
consul - representative of a country in a foreign city or port

desert - barren, forsake
dessert - last course of meal

do - perform
due - owing, demandable, because of
dew - moisture condensed from atmosphere

elicit - draw forth
illicit - illegal

emigrant - one who leaves country
immigrant - one who enters country

eminent - prominent
imminent - impending

fair - just, unblemished
fare - amount paid for trip; diet

finally - at last
finality - quality of being final
finely - excellently, delicately

for - on account of; with a view to
fore - preceding, leading place; in front of
four - three plus one

formally - ceremoniously
formerly - previously

forth - away
fourth - one of four equal parts

holy - sacred
wholly - entirely, completely

human - manlike
humane - kind, compassionate

incredible - unbelievable
incredulous - skeptical

its - possessive form of it
it's - contraction for it is

latter - last mentioned
later - at a following time

loose - not tight
lose - be deprived of

magnet - something that attracts
magnate - person of power

medal - a commemorative device
meddle - interfere

miner - one who digs ore from earth
minor - below legal age; lesser importance

passed - moved beyond
past - time gone by

peace - tranquility
piece - loose part

persecute - mistreat
prosecute - sue, take legal action

personal - private, relating to one person
personnel - a body of employed persons, the staff

principal - leader, main or chief, a sum of money
principle - a basic law or doctrine, rule

proceed - go ahead
precede - go before

quiet - still, tranquil
quite - to the fullest extent
quit - cease, terminate

respectfully - with respect
respectively - in the order named

right - truthful; conforming to law, opposite of left
rite - a solemn ceremony
write - trace characters on a surface to convey an idea
wright - a mechanic or builder

role - part taken by an actor
roll - turn over and over, a bun, an official list of names

rout - drive forth, put to flight
route - road taken; dispatch by a certain road or course

steal - take without permission
steel - fortify; an alloy of iron

stationary - not movable
stationery - letter paper

taught - instructed
taut - tight

their - belonging to them
there - in that place

undo - return to former state; counteract
undue - excessive; not justified

waist - narrow part between two wider parts
waste - cast aside as worthless; squander

wait - delay departure; serve; anticipate
weight - put a load on; any quantity of heaviness

waive - relinquish
wave - move to and fro

weather - atmospheric conditions
whether - if

your - possessive pronoun meaning belonging to you
you're - a contraction for you are

to - toward, also a function word (preposition and infinitive)
too - also, more than enough
two - one plus one

ASSIGNMENT SHEET 1: Choose the Right Word

Directions: Circle the word that correctly completes the sentence.

1. Many of (their, there) reports had to be corrected.
2. The (advise, advice) I give you is based upon my experience as a teacher.
3. An executive secretary should be (adapt, adept, adopt) at reporting business conferences.
4. Jefferson City is the (capital, capitol) of Missouri.
5. If you buy that dress, you will certainly (accede, exceed) your clothing allowance for the month.
6. Remittance by check will be (quit, quite, quiet) satisfactory.
7. Free delivery is provided (accept, except) on orders of less than $10.
8. Once the policy goes into (affect, effect), you will be insured and can drive the car.
9. When you ride in it, you will agree that (its, it's) a great car.
10. Our (principal, principle) reason for moving is job availability in the area.
11. He (lead, led) the football team to a homecoming victory.
12. She has been studying shorthand for the (passed, past) two years.
13. (Precede, Proceed) at your own risk.
14. Your home will be shown only (to, too, two) those who are genuinely interested in buying a house.
15. We will try not to schedule more than (to, too, two) showings per week.
16. Because of the vibration, the machine should be bolted to the floor to keep it (stationary, stationery).
17. The competent stenographer is able to (adapt, adept, adopt) to differences in the dictation habits of employers.
18. He (complemented, complimented) them on (there, their) work.
19. Please (accept, except) our apology for the delay in filling (you're, your) order.

20. I wonder (weather, whether) the delay could have been caused by the (access, excess) (weight, wait) of the shipment.

21. This new (addition, edition) of the book will make a fine (addition, edition) to my library.

22. One of the (principles, principals) of good salesmanship is to treat the customer (respectively, respectfully).

23. I am (confident, confidant) that our (corporation, cooperation) will agree to begin construction on the (cite, sight, site) that (you're, your) company selected.

24. Since our (cooperation, corporation) has decided to (prosecute, persecute), you must realize that legal action is (imminent, eminent).

25. We are (quit, quite, quiet) sure that the (principal, principle) reason for this action is (you're, your) attempt to (steal, steel) funds from the petty cash account.

26. (Due, Do, Dew) to his (meddlesome, medalsome) behavior, no one wanted to work with him.

27. If you will (rite, write) (you're, your) report neatly in longhand, I'll type it for you.

28. I realize that the reason you have to (quit, quite, quiet) is (personal, personnel), but I hope you will be able to (adapt, adopt, adept) to working in another office easily.

29. After the teacher took (roll, role), she began to (rite, write) the assignment on the board.

30. Everyone (accept, except) Mary is going to work in the school (principal's, principle's) office.

ASSIGNMENT SHEET 2: Words That Sound Alike

Directions: Select the correct word to complete these sentences.

1. This new dress is (quiet, quite, quit) satisfactory (accept, except) it will have to be hemmed.
2. (Your, you're) new shirt looks good on you but (it's, its) (to, too, two) dark for that suit.
3. The (principal, principle) of our school is in charge of scheduling.
4. I would (accept, except) the job offer, but (it's, its) (to, too, two) far (to, too, two) drive.
5. The (principal, principle) reason she doesn't get a job is her lack of skill.
6. If you will send us another check, that will be (quiet, quite, quit) all right.
7. Don't (quiet, quite, quit) now. (Your, You're) almost finished.
8. Honesty is (its, it's) own reward.
9. The new sales manual proves that (their, there) are advantages in varying sales presentations.
10. The secretary (accepted, excepted) the dinner invitation for her employer since he was out of town.
11. Breakdowns are few because of a totally new (principal, principle) of motor design.
12. (It's, Its) entirely possible that you will not see (to, too, two) many improvements the first week.
13. Even more important than the rate of return on your (principal, principle) is the safety of your investment.
14. The first course teaches the (principals, principles) of the shorthand system.
15. The customer refused (to, too, two) (accept, except) the merchandise when it was delivered.
16. I can't (accept, except) that excuse.
17. (Your, You're) office skills should enable you (to, too, two) earn a good salary.

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18. Please be (quiet, quite, quit) as others are trying to study for (there, their) finals.

19. Studying the (principals, principles) of typing will not make you a good typist. (It's, Its) practice that is required rather than studying.

20. (It's, Its) more (quiet, quite, quit) in the winter than it is in the summer.

21. The weather was so cold that (there, their) cars would not start.

22. Did (your, you're) car start?

23. When my car didn't start, I had to (accept, except) help from the first person who stopped.

24. My (principal, principle) reason for not coming to school was illness.

25. (There, Their) are many students who did not come because of the cold weather.

26. (Your, You're) excuse for not coming was certainly better than that.

27. Since the mistake was the result of a practical joke, I think we should (accept, except) (there, their) apologies.

28. The teams in the National Football League are located in (principal, principle) cities all over the United States.

29. (There, Their) are 26 teams in the National Football League.

30. The (principal, principle) objective of this lesson was to enrich (your, you're) spelling abilities.

31. (Its, It's) sometimes harder to (accept, except) your own faults than those of other people.

32. (There, Their) lovely smiles made a very good first impression.

33. The weather has been (to, too, two) bad for traveling.

34. I hope the (principal, principle) will (accept, except) my decision.

35. That course includes the (principals, principles) of interior decorating.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

1. Their
2. Advice
3. Adept
4. Capitol
5. Exceed
6. Quite
7. Except
8. Effect
9. It's
10. Principal
11. Led
12. Past
13. Proceed
14. To
15. Two
16. Stationary
17. Adapt
18. Complimented, their
19. Accept, your
20. Whether, excess, weight
21. Edition, addition
22. Principles, respectfully
23. Confident, corporation, site, your
24. Corporation, prosecute, imminent
25. Quite, principal, your, steal
26. Due, meddlesome
27. Write, your
28. Quit, personal, adapt
29. Roll, write
30. Except, principal's

Assignment Sheet 2

1. Quite, except
2. Your, it's, too
3. Principal
4. Accept, it's, too, to
5. Principal
6. Quite
7. Quit, you're
8. Its
9. There
10. Accepted

11. Principle
12. It's, too
13. Principal
14. Principles
15. To, accept
16. Accept
17. Your, to
18. Quiet, their
19. Principles, It's
20. It's, quiet
21. Their
22. Your
23. Accept
24. Principal
25. There
26. Your
27. Accept, their
28. Principal
29. There
30. Principal, your
31. It's, accept
32. Their
33. Too
34. Principal, accept
35. Principles

POSTTEST

Directions: Circle the word that correctly completes the sentence. You may consult the list of frequently confused words if necessary.

1. She (choose, chose) that (cite, sight, site) for her new home because the terrain (complemented, complimented) the architect's plans.
2. (Do, Due, Dew) you think she has (already, all ready) (accepted, excepted) another job offer?
3. If she hasn't, (it's its) (to, too, two) late to make a decision now.
4. Our (principal, principle) reason for (righting, writing) this letter is to get an estimate for new (stationary, stationery) for our office.
5. I know (your, you're) reasons are (personal, personnel), but I wonder (weather, whether) you have given this decision enough thought.
6. That teacher always takes (roll, role) before class starts, and (attendance, attendants) makes a big difference in the grade.
7. Once (your, you're) insurance goes into (effect, affect), you can drive the car every day.
8. I would (advice, advise) you to call the (personal, personnel) manager for an appointment.
9. All (your, you're) reports are (do, due, dew) before the end of the month (accept, except) the final sales total.
10. Mary is (adapt, adept, adopt) at typing; but she doesn't know the (principals, principles) of accounting.

POSTTEST KEY

NOTE TO INSTRUCTOR: There are 25 correct answers.

1. Chose, site, complemented
2. Do, already, accepted
3. It's, too
4. Principal, writing, stationery
5. Your, personal, whether
6. Roll, attendance
7. Your, effect
8. Advise, personnel
9. Your, due, except
10. Adept, principles

Unit III - Written Communications
Lesson 5 - Typing Numbers

LESSON OBJECTIVE

Given an average business letter containing numbers expressed in improper form, the student will be able to make corrections where necessary with 90 percent accuracy within 15 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. This section may be covered late in the first quarter or early in the second quarter.
- B. Administer pretest.
- C. Distribute guidelines for typing numbers.
- D. Have students complete the assignment sheets. It usually helps to correct the assignment sheets in class so that students may ask questions on any items they do not understand.
- E. Give the posttest.
- F. Students who do not score well on the posttest should review the rules and retake the posttest.

II. Student

- A. Take pretest.
- B. If score on pretest is less than 90 percent, read and discuss objectives and guidelines for typing numbers.
- C. Complete the assignment sheets.
- D. Take posttest.
- E. If score is not 90 percent, review and retake the posttest.

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INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheets and Answers

   A. AS 1: Numbers to Type
   B. AS 2: Typing Numbers

V. Posttest and Key

INFORMATION SHEET

Guidelines for typing numbers

1. As a general rule, numbers ten and **under** are spelled out; numbers above ten are written in figures. **Be consistent** when several numbers over and under ten are used in the same sentence or on the same page in a report.

2. Numbers that begin a sentence are **always** spelled out, even though figures are used later in the sentence. If the numbers are large (over two words), consider rewriting the sentence.

3. Spell out indefinite or approximate numbers that can be expressed in one or two words. Use words to express large round figures.

4. Isolated fractions in a sentence are usually spelled, but a series of fractions is written in figures. (Use the diagonal for "made" fractions.) A mixed number (whole number plus a fraction) is written in figures.

5. When two related numbers come together in a sentence, spell out one number (usually the smaller) and write the other in figures.

6. Figures are used before cents, percent, and measures of distance and weight. The comma is not used between feet and inches in dimensions or between pounds and ounces in weights as each is considered a unit.

7. Numbers preceded by nouns considered as a unit are usually expressed in figures. (Volume III, Section 4, pages 37-85.)

8. Amounts of money are written in figures. (It is best to rewrite a sentence that begins with an amount of money.) Neither a decimal point nor zeros are used with **even** dollar amounts (except when needed to be consistent with other mixed amounts in a series).

9. Numbers preceding the word o'clock can be written out, but figures are used with a.m. and p.m. (NOTE: Omit zeros if time is expressed in even hours, i.e., 7 a.m. However, be consistent when expressing mixed times.)

10. Hundreds should be separated from thousands with commas--especially when expressing five or more figures.

11. When the month is written before the date, **do not** use the th, d, rd, nd, or st. However, when the date is written before the

month, it may be written in words or figures and it is proper to use th, d, rd, nd, or st. (July 3; third of July; or 3rd of July)

12. When a person's age is given in years, spell it in full. When the exact age is given in years, months, and days, use figures but no commas.

Unit III - Written Communications
Lesson 5 - Typing Numbers

PRETEST

Directions: Make corrections in the following sentences and type a corrected copy of the sentences.

1. Mary will be forty-three years old on May 23rd and is five feet six inches tall.

2. 77 men have worked 1000s of hours on this project since the 4 of July.

3. Please come to my office at four p.m. on August 17th.

4. We shipped 19 cases of beans; 15, of corn; 17, of peas; and four, of pickles.

5. A ticket for 1 performance is $3.00; but you can buy 2 tickets for $5.00.

6. $63.89 is what I sold each of my 100 shares of stock for.

7. She finished about 1/3 of the work by herself.

8. That order called for 6 fifty-gallon drums and twenty-five 10-gallon drums.

9. The exact wording can be found in Volume Three, Section Two, page fourteen.

10. You can buy those items for $3.29, $6.15, $4.74, and $2.

Unit III - Written Communications
Lesson 5 - Typing Numbers

PRETEST KEY

Directions: Make corrections in the following sentences and type a corrected copy of the sentences.

1. Mary will be forty-three years old on May 23 and is 5 feet 6 inches tall.

2. Seventy-seven men have worked thousands of hours on this project since the 4th of July.

3. Please come to my office at 4 p.m. on August 17.
   (or)
   Please come to my office at four o'clock on August 17.

4. We shipped 19 cases of beans; 15, of corn; 17, of peas; and 4, of pickles.

5. A ticket for one performance is $3; but you can buy two tickets for $5.

6. I sold each of my 100 **(or one hundred)** shares of stock for $63.89.

7. She finished about one-third of the work by herself.

8. That order called for six 50-gallon drums and 25 ten-gallon drums.

9. The exact wording can be found in Volume III, Section 2, page 14.

10. You can buy those items for $3.29, $6.15, $2.00, and $4.74.

ASSIGNMENT SHEET 1: Numbers to Type

Directions: Using the rules for typing numbers, type each sentence correctly.

1. John ate 3 helpings of spaghetti.

2. Susan is nineteen years, four months, and twenty-two days old.

3. 500 invitations were mailed.

4. The movie starts at 7 o'clock, but we should leave by six-thirty p.m. to get there on time.

5. Please send me your check for ten dollars in payment of Invoice No. seven hundred thirty two.

6. 4 seven-foot poles were ordered.

7. November 1st was the date for the tour.

8. Mike ran around the track two and one-half times before lunch.

9. The printer will prepare eight hundred fifteen-page booklets.

10. Their new home will cost $75900 before it is completed.

11. Nearly 300 people attended the convention.

12. The school purchased fifteen electric typewriters, twelve calculators, and three memory typewriters.

13. 3 twelve-foot extension cords will be needed by five p.m. today.

14. The new rate of interest is thirteen point sixty eight percent.

15. 9 children were invited to the birthday party but only 8 could attend.

Unit III - Written Communications
Lesson 5 - Typing Numbers

ASSIGNMENT SHEET 2: Typing Numbers

Directions: Using the rules for typing numbers, type each sentence correctly.

1. It will cost you ¼ more to operate this new car since you will probably get about fifteen miles per gallon of gas.

2. The school ordered 14850 new books for next year.

3. Laura's birthday is April 18th; she will be 21.

4. Nearly one hundred fifty girls tried out for cheerleader.

5. $20.00 is still due on your account.

6. They sold 1000s of tickets for the rock concert.

7. Exxon reported a quarterly profit in excess of 3,000,000 dollars.

8. FBLA collected $23,672 for the March of Dimes.

9. It takes 3/4 of the votes to change the constitution.

10. School will start on August twentieth, and graduation will be on June second.

11. Please try to fill 1/2 of our order within the next 2 weeks.

12. $250.00 is the cost for the 2 new calculators.

13. She had only eighty cents left in the bank.

14. The original selling price of that dress is forty-eight dollars, but it's on sale for 1/3 off.

15. Following is an itemized list of the costs: repair of motor, $35.75; service charge, twenty dollars; parts, $19.35.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

1. John ate three helpings of spaghetti.
2. Susan is 19 years 4 months and 22 days old.
3. Five hundred invitations were mailed.
4. The movie starts at seven o'clock, but we should leave by 6:30 p.m. to get there on time.
5. Please send me your check for $10 in payment of Invoice No. 732.
6. Four 7-foot poles were ordered. **(or)** We ordered four 7-foot poles.
7. November 1 was the date for the tour.
8. Mike ran around the track 2½ **(or 2 1/2)** times before lunch.
9. The printer will prepare 800 fifteen-page booklets.
10. Their new home will cost $75,900 before it is completed.
11. Nearly three hundred people attended the convention.
12. The school purchased 15 electric typewriters, 12 calculators, and 3 memory typewriters.
13. Three 12-foot extension cords will be needed by 5 p.m. **(or five o'clock)** today.
14. The new rate of interest is 13.68 percent.
15. Nine children were invited to the birthday party, but only eight could attend.

Assignment Sheet 2

1. It will cost you one-fourth more to operate this new car since you will probably get about 15 (or fifteen) miles per gallon of gas.
2. The school ordered 14,850 new books for next year.
3. Laura's birthday is April 18; she will be twenty-one.
4. Nearly 150 girls tried out for cheerleader.
5. You still owe $20 on your account. **(other acceptable answers)**

6. They sold thousands of tickets for the rock concert.

7. Exxon reported a quarterly profit in excess of $3 million. (or **three million dollars)**

8. FBLA collected $23,672 for the March of Dimes.

9. It takes three-fourths of the votes to change the constitution.

10. School will start on August 20, and graduation will be on June 2.

11. Please try to fill one-half of our order within the next two weeks.

12. The two new calculators cost $250.

13. She had only 80 cents left in the bank.

14. The original selling price of that dress is $48, but it's on sale for one-third off.

15. Following is an itemized list of the costs: repair of motor, $35.75; service charge, $20.00; parts, $19.35.

Unit III - Written Communications
Lesson 5 - Typing Numbers

POSTTEST

Directions: Proofread and type the following letter, making corrections in numbers.

3 February --

Ms. Janet Marshall
Thirty-three Hanover Place
Jackson, MO 63755

Dear Ms. Marshall:

Since you have recently subscribed to Clinton's Financial Review, you may be interested in some of the special features of our magazine. As you are probably aware, the first few pages cover fifteen new trends in economics, finance, and investments. The remaining pages study stock market trends that will be of interest to all investors.

Since it is impossible to give an in-depth study of these topics in each issue, our company also publishes 3 twenty-five page booklets on specific topics. These are listed on page twenty-two of our current issue, which should arrive at your address within 6 weeks. The 3 booklets sell for $4.50, three dollars, and $1.75. However, you may purchase all 3 for only six dollars--almost a fifty % saving.

To make it convenient for you to order these booklets, we have enclosed a stamped envelope. To take advantage of this money-saving offer, return the enclosed order form by March 1st. We will bill you later.

Sincerely yours,

Martin J. Finley
Circulation Manager

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Enclosures

POSTTEST KEY

February 3, 19--

Ms. Janet Marshall
33 Hanover Place
Jackson, MO 63755

Dear Ms. Marshall:

Since you have recently subscribed to Clinton's Financial Review, you may be interested in some of the special features of our magazine. As you are probably aware, the first few pages cover 15 new trends in economics, finance, and investments. The remaining pages study stock market trends that will be of interest to all investors.

Since it is impossible to give an in-depth study of these topics in each issue, our company also publishes three 25-page booklets on specific topics. These are listed on page 22 of our current issue, which should arrive at your address within six weeks. The three booklets sell for $4.50, $3.00, and $1.75. However, you may purchase all three for only $6--almost a 50% (or 50 percent) saving.

To make it convenient for you to order these booklets, we have enclosed a stamped envelope. To take advantage of this money-saving offer, return the enclosed order form by March 1. We will bill you later.

Sincerely yours,

Martin J. Finley
Circulation Manager

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Enclosures

Unit III - Written Communications
Lesson 6 - Word Division, Hyphen, Dash

LESSON OBJECTIVE

Given a reference text and typed material, the student will locate errors pertaining to the use of a hyphen and dash and make corrections with 90 percent accuracy within 15 minutes.

SUGGESTED ACTIVITIES

I. Instructor

  A. This section should be covered early in the first quarter.

  B. Administer pretest.

  C. Guidelines for word division and use of the dash should be distributed to students who did not score 90 percent on the pretest.

  D. It is helpful to complete and check assignment sheets in class.

  E. Students should be allowed to use the guidelines and/or a reference text such as spelling dictionary to complete the assignment sheets.

  F. Give the posttest.

II. Student

  A. Take pretest.

  B. If score on pretest is not satisfactory, read and discuss objectives and information sheets.

  C. Complete assignment sheets in class using guidelines or reference book if necessary.

  D. Take posttest. If posttest performance is not satisfactory, review and retake the posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheets and Answers

  A. AS 1: Word Division
  B. AS 2: Dashes and Hyphens
  C. AS 3: Dividing Words at Ends of Lines

V. Posttest and Key

INFORMATION SHEET

I. Correct Use of the Dash and Hyphen

A. The dash

1. Use a dash to indicate an afterthought, an abrupt change in thought, or a group of words to be emphasized.

   You should consider investing in stocks--but don't blame me if you don't receive a profit.

2. A dash is often used instead of a comma to set off an appositive.

   A Camaro--the most popular car made by Chevrolet--is my dream car.

B. The hyphen

1. The hyphen is used to show the division of a word at the end of a written line.

   NOTE: Avoid dividing a word at the end of a line.

2. Rules for word division

   a. Words should be divided between syllables. Pronunciation of the word will help you recognize the correct syllables. If you are in doubt as to where the syllables end, consult the dictionary.

   b. Words containing only one syllable should not be divided. This rule also applies to words of two syllables which are pronounced as one syllable.

      through strength shelves shipped
      changed planned

   c. Words containing three, four, or five letters, even though they may have two syllables, should not be divided.

      ego idea upon sewer began

   d. Do not divide after a one-letter syllable at the beginning of a word.

      about among

e. Don't divide before a one-letter or a two-letter syllable at the end of a word. (Only one more typing space is needed to complete the word on the line.)

weary darken eighty

f. Avoid dividing after a two-letter syllable at the beginning of a word whenever possible.

desired remake nobody

g. Divide between double consonants unless the double consonant is part of the root word.

begin-ning ship-ping com-mit-tee full-est
drill-ing

h. Do not divide words with double consonants which are pronounced as one syllable.

shipped rubbed called com-pelled con-fessed

i. Divide after a one-vowel syllable that occurs within a word.

elimi-nate regu-lar tele-vision

j. Words ending in a recognized suffix such as able, ible, or ical should be divided before the suffix.

crit-ical deduct-ible agree-able

k. Divide between two individual vowel syllables that are pronounced separately.

gradu-ation continu-ation anxi-ety

l. Divide compound words between the elements of the compound.

letter-head man-hood black-board

m. Divide hyphenated words only where the hyphen appears in the word.

self-addressed vice-president self-made

n. Contractions and abbreviations should never be divided.

o. Avoid dividing proper names. Names of persons may be divided between the given name and surname.

p. In typed copy do not allow more than two consecutive lines to end in hyphens. Do not divide the last word on a page or the last word in a paragraph.

q. Avoid dividing the last word on the first line of a letter.

r. Avoid separating word groups that should be read as a unit.

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3. A hyphen is used when two adjectives are used to modify one noun.

quiet-spoken man   used-car dealer
one-third division

Unit III - Written Communications
Lesson 6: Word Division, Hyphen, Dash

PRETEST

PART A: Directions: Rewrite the following words using a hyphen to indicate where to divide the word at the end of a typewritten line. If the word cannot be divided, write NO.

1. lovely ____________
2. self-esteem ____________
3. shouldn't ____________
4. straight ____________
5. Melanie ____________
6. atom ____________
7. education ____________
8. addressable ____________
9. August 22 ____________
10. juvenile ____________
11. constitution ____________
12. arguments ____________
13. validity ____________
14. despised ____________
15. legal ____________
16. trial ____________
17. location ____________
18. violated ____________
19. comment ____________
20. nowhere ____________

PART B: Directions: Insert a dash (—) or a hyphen (-) in the following sentences. Some sentences may require both a dash and a hyphen.

1. Greg Taylor the former all state wrestling champion was valedictorian of our class.
2. Midland Insurance Company is seeking a top notch salesman.
3. He purchased a one third interest in the company.
4. Mrs. Ebson bought a first class ticket to Kansas City.
5. You may gain a great deal from that course but only if you study.
6. Send a stamped, self addressed envelope.
7. Four year olds may be mature enough for kindergarten.
8. Martin who did not even appear in court was the best witness for the defense.

9. Our editor in chief is Thomas Barbosa.

10. We disagreed with many of his decisions especially the decision to sell second grade lumber.

PRETEST KEY

PART A:

1. NO
2. self-esteem
3. NO
4. NO
5. NO
6. NO
7. edu-ca-tion
8. address-able
9. NO
10. juve-nile
11. con-sti-tu-tion
12. argu-ments
13. valid-ity
14. NO
15. NO
16. NO
17. loca-tion
18. vio-lated
19. com-ment
20. NO

PART B:

1. Greg Taylor--the former all-state wrestling champion--was valedictorian of our class.

2. Midland Insurance Company is seeking a top-notch salesman.

3. He purchased a one-third interest in the company.

4. Mrs. Ebson bought a first-class ticket to Kansas City.

5. You may gain a great deal from that course--but only if you study.

6. Send a stamped, self-addressed envelope.

7. Four-year-olds may be mature enough for kindergarten.

8. Martin--who did not even appear in court--was the best witness for the defense.

9. Our editor-in-chief is Thomas Barbosa.

10. We disagreed with many of his decisions--especially the decision to sell second-grade lumber.

ASSIGNMENT SHEET 1: Word Division

Directions: Rewrite the following words using a hyphen to indicate where to divide the word at the end of a typewritten line. If the word cannot be divided, write NO.

1. baseball ______________
2. table ______________
3. haven't ______________
4. disseminate ______________
5. NAACP ______________
6. accommodate ______________
7. however ______________
8. regulate ______________
9. beginning ______________
10. calendar ______________
11. versatile ______________
12. continental ______________
13. television ______________
14. difficult ______________
15. typewriter ______________
16. business ______________
17. computer ______________
18. educational ______________
19. connect ______________
20. employment ______________
21. department ______________
22. Utah ______________
23. community ______________
24. considerably ______________
25. Johnathan ______________
26. self-appointed ______________
27. interoffice ______________
28. wholesale ______________
29. isn't ______________
30. apply ______________
31. fulfilling ______________
32. weary ______________
33. committed ______________
34. wish ______________
35. confessed ______________
36. moral ______________
37. postmaster ______________
38. up-to-date ______________
39. parasite ______________
40. oceans ______________

ASSIGNMENT SHEET 2: Dashes and Hyphens

Directions: Insert either a dash (--) or a hyphen (-) in the following sentences.

1. Those who opposed their marriage and there were many admired their courage and determination.
2. We granted a one fourth share to the foundation.
3. This is a self teaching exercise.
4. Suddenly don't ask me to explain how the answer came to me.
5. Ed is very self reliant.
6. Never and I mean never will I date him again.
7. Please forward the kit the entire set to our office at once.
8. Those must be high quality diamonds.
9. The record store carries all brands of albums RCA, Warner Brothers, Motown, and others.
10. There is still time but not a great deal to order your copy of the yearbook.
11. Our long established company is proud of its first rate services and well known reputation.
12. He was headed down the road to self destruction.
13. We need an up to date reference manual.
14. Unlocked doors and windows, keys in cars, and dark houses all these invite burglars.
15. He is an extremely self assured man.
16. Filing an income tax return can be a worrisome task especially for the wealthy.
17. Use only high quality components for your stereo.
18. The farmers were ready to give up all hope and then the rains came.
19. There are several computers we are considering IBM, Commodore, and TRS-80 to name a few.
20. What is the reason behind your one time only offer?

ASSIGNMENT SHEET 3: Dividing Words at Ends of Lines

Directions: In the space provided, rewrite each of the items below, using hyphens to indicate where the items might correctly be divided at the end of a line of typewritten material. If the item should not be divided, write NO in the answer column.

1. wilderness ____________________
2. taxation ____________________
3. funneled ____________________
4. continuation ____________________
5. deposit ____________________
6. session ____________________
7. educational ____________________
8. regional ____________________
9. policyholders ____________________
10. de-emphasize ____________________
11. Charleston ____________________
12. happening ____________________
13. catalog ____________________
14. demonstrate ____________________
15. honesty ____________________
16. partnership ____________________
17. paperhangers ____________________
18. haven't ____________________
19. transmittal ____________________
20. omission ____________________

Unit III - Written Communications
Lesson 6: Word Division, Hyphen, Dash

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

1. base-ball
2. NO
3. NO
4. dis-semi-nate
5. NO
6. accom-modate
7. how-ever
8. regu-late
9. begin-ning
10. cal-en-dar
11. versa-tile
12. con-ti-nen-tal
13. tele-vision
14. dif-fi-cult
15. type-writer
16. busi-ness
17. com-puter
18. edu-ca-tional
19. con-nect
20. employ-ment
21. depart-ment
22. NO
23. com-munity
24. con-sider-ably
25. NO
26. self-appointed
27. inter-office
28. whole-sale
29. NO
30. NO
31. ful-fil-ling
32. NO
33. com-mit-ted
34. NO
35. con-fessed
36. NO
37. post-master
38. up-to-date
39. para-site
40. NO

Assignment Sheet 2

1. Those who opposed their marriage--and there were many--admired their courage and determination.

2. We granted a one-fourth share to the foundation.

3. This is a self-teaching exercise.

4. Suddenly--don't ask me to explain how--the answer came to me.

5. Ed is very self-reliant.

6. Never--and I mean never--will I date him again.

7. Please forward the kit--the entire set--to our office at once.

8. Those must be high-quality diamonds.

9. The record store carries all brands of albums--RCA, Warner Brothers, Motown, and others.

10. There is still time--but not a great deal--to order your copy of the yearbook.

11. Our long-established company is proud of its first-rate services and well-known reputation.

12. He was headed down the road to self-destruction.

13. We need an up-to-date reference manual.

14. Unlocked doors and windows, keys in cars, and dark houses--all these invite burglars.

15. He is an extremely self-assured man.

16. Filing an income tax return can be a worrisome task--especially for the wealthy.

17. Use only high-quality components for your stereo.

18. The farmers were ready to give up all hope--and then the rains came.

19. There are several computers we are considering--IBM, Commodore, and TRS-80 to name a few.

20. What is the reason behind your one-time-only offer?

Assignment Sheet 3

1. wil-der-ness
2. taxa-tion
3. fun-neled
4. con-tin-u-ation
5. NO (de-posit)
6. ses-sion
7. edu-ca-tional
8. NO (re-gional)
9. policy-holders
10. NO (de-emphasize)
11. NO
12. hap-pen-ing
13. cata-log
14. dem-on-strate
15. NO
16. part-ner-ship
17. paper-hangers
18. NO
19. trans-mit-tal
20. omis-sion

Unit III - Written Communications
Lesson 6: Word Division, Hyphen, Dash

POSTTEST

Directions: Proofread the following newspaper article, circling errors in word division or use of the dash.

The study of economics is important to anyone interested in the world of business. In fact, it is important to everyone-producer, consumer, citizen. Economics is the study of choices. Everyone must realize that each choice he makes has a cost-called an opportunity cost. Opportunity cost does not mean that a choice costs money-even though it may. Opportunity cost means that each choice involves a trade off-a lost chance to do something else. For example, if you choose to study to become a computer programmer, you forego the chance to study to become an accountant. That's oportunity cost.

Unit III - Written Communications
Lesson 6: Word Division, Hyphen, Dash

POSTTEST KEY

The study of economics is important to an-
yone interested in the world of business. In
fact, it is important to everyone-producer, consum-
er, citizen. Economics is the study of choices.
Everyone must realize that each choice he makes has a
cost-called an opportunity cost. Oppor-
tunity cost does not mean that a choice costs
money-even though it may. Opportunity cost means
that each choice involves a trade off-a lost
chance to do something else. For example, if you
choose to study to become a computer program-
mer, you forego the chance to study to become an
accountant. That's opportunity cost.

Lesson 7 - Spelling

LESSON OBJECTIVE

Given a choice of two word spellings in a list of 30 commonly misspelled words, the student will be able to select the correctly spelled word with a 90 percent accuracy within 20 minutes.

SUGGESTED ACTIVITIES

I. Instructor

A. This section should be covered early in the first quarter.

B. The diagnostic test for spelling should be given.

C. Present materials to members of the class who scored less than 90 percent on the pretest.

D. Give students the handout on spelling rules.

E. Have students complete the assignment sheets in class. Check these and discuss them with students.

F. Give the posttests. On Posttest 1 and Posttest 2, refer to Key for words to dictate to students.

G. Students who do not score well on the posttest should review rules, be given extra assignment sheets prepared by instructor, and take another posttest.

H. Probably the most important thing that the instructor can do is make students who are poor spellers aware of that fact and have them use a spelling dictionary constantly.

II. Student

A. Take the diagnostic test.

B. If score on pretest is not satisfactory, read and discuss objectives and information sheets as directed by instructor.

C. Complete assignment sheets as directed by instructor.

D. Take posttest.

E. If performance on posttest is not satisfactory, review and take additional posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheets and Answers

    A. AS 1: Review of Spelling Rules 1, 2, and 3
    B. AS 2: Review of Spelling Rules 4, 5, and 6
    C. AS 3: Review of Spelling Rule 7
    D. AS 4: Review of Spelling Rules 8 and 9
    E. AS 5: Review of Spelling Rule 10
    F. AS 6: Spelling Review

V. Posttests and Keys

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INFORMATION SHEET

I. Using Spelling Rules

A. Rules can be a big help to you in mastering the spelling of the business vocabulary.

B. Remember, though, that the English language is not always consistent.

C. Not all words are governed by rules, so pay particular attention to the exceptions.

II. IE or EI

A. Put i before e (niece, believe) except after c (receipt, deceive), or when sounded like a (as in neighbor and weigh). **(Rule 1)**

Exceptions: neither, counterfeit, foreign, seize, height, leisure.

B. **NOTE:** When the i and e are in two separate syllables, put them in the order in which they are pronounced.

Examples: sci-ence, consci-entious, cli-ent

C. **NOTE:** When the c has an sh sound, the rule does not apply.

Example: efficient (cient sounds like shunt)

III. Prefixes and Suffixes

A. Do not drop the n when ness is added to a word ending with n. (plainness, suddenness, keenness) **(Rule 2)**

B. Do not confuse the suffixes ize, ise, and yze. **(Rule 3)**

1. Of the three, ize is by far the most common. (equal, equalize; monopoly, monopolize; apology, apologize; familiar, familiarize)

2. The only two nontechnical words ending in yze are analyze and paralyze.

3. Memorize the spelling of the following words that end in ise.

advertise
advise
arise
comprise
compromise
concise
demise
despise
disguise
enterprise
exercise
franchise
improvise
merchandise
revise
rise
supervise
surprise
televise

C. Do not confuse the prefixes fore and for. **(Rule 4)**

1. Fore always means before, in advance of, in front of. (forecast, forehead, forewarn)

2. The meaning of for is seldom distinguishable from the meaning of the word taken as a whole. (forgive, forsake, forget)

D. Don't confuse sede, ceed, and cede. **(Rule 5)**

1. The only words ending in ceed are succeed, proceed, exceed.

2. The only word ending in sede is supersede.

3. All other words ending in this sound are spelled with cede: precede, concede, recede, accede.

E. The suffix ful means full or full of, but it is spelled with one l. (teaspoonful, handful, doubtful, careful) **(Rule 6)**

IV. Words ending in Y

A. When the final y is preceded by a vowel, retain the y before any suffix or the letter s. (annoy, annoyance, annoys; attorney, attorneys) **(Rule 7)**

Exceptions: day, daily; pay, paid

B. When the final y is preceded by a consonant, change the y to i before the letter s or any suffix except ing (reply, replies, replied, replying).

Exceptions: shy, shyness; lady, ladylike; baby, babyhood; spry, spryly; secretary, secretaryship; beauty, beauteous

V. Final Silent E

A. Drop the final silent e before a suffix beginning with a vowel (hope, hoping, arrive, confine, confined). **(Rule 8)**

1. Retain the silent e to prevent mispronunciation or confusion with another word (singe, singeing, mile, mileage, dye, dyeing).

2. Retain the final silent e before the letter s or a suffix beginning with a consonant (move, moves, movement, nice, nicely, care, cares, careful, fine, fineness).

   Exceptions: true, truly; argue, argument; nine, ninth; whole, wholly; judge, judgment; acknowledge, acknowledgment; abridge, abridgment

B. Retain the final silent e in words ending in ce or ge when adding a suffix beginning with a or o (notice, noticeable; advantage, advantageous, knowledge, knowledgeable).

VI. "IE" to "Y"

Change ie to y before adding the suffix ing (die, dying; lie, lying). **(Rule 9)**

VII. Doubling the Final Consonant

A. Double the final consonant before a suffix only if ...

1. the word has one syllable or is accented on the last syllable; and
2. the word ends in a single consonant that is preceded by a single vowel; and
3. the suffix begins with a vowel. **(Rule 10)**

Examples: (plan, planned, planning, planner, plannable, allot, allotted, allotting)

B. Note that the final consonant is not doubled if these three elements are not present.

Examples: plan, plans; allot, allots, allotment; defeat, defeating, defeated, defeatable; differ, differing, differed, different; confirm, confirming, confirmed, confirmation

Exceptions:

1. Words ending in x or y (fix, fixing; annoy, annoyance)

2. Words in which the accent is shifted from the last syllable to a previous one on adding the suffix (refer, referred, referring, reference)

3. Words in which ui follows q--the ui is treated as though it were one vowel, and the final consonant is doubled or not doubled in accordance with the rule (equip, equipped, equipping, equipment)

4. The words transferable and transferal (transfer, transferred, transferring, transferable, transferal)

Unit III - Written Communications
Lesson 7 - Spelling

PRETEST

Directions: Two different spellings are given for each of the words listed below and on the next page. In the space provided, write 1 if Spelling 1 is correct, or 2 if Spelling 2 is correct.

	Spelling 1	Spelling 2			Rule
1.	statement	statment	1.	________	8
2.	forwarn	forewarn	2.	________	4
3.	spoonful	spoonfull	3.	________	6
4.	forgeting	forgetting	4.	________	10
5.	believe	beleive	5.	________	1
6.	paralize	paralyze	6.	________	3
7.	lieing	lying	7.	________	9
8.	manageable	managable	8.	________	8
9.	greeness	greenness	9.	________	2
10.	fortold	foretold	10.	________	4
11.	supercede	supersede	11.	________	5
12.	attornies	attorneys	12.	________	7
13.	eventfull	eventful	13.	________	6
14.	regretable	regrettable	14.	________	10
15.	freight	frieght	15.	________	1
16.	enterprise	enterpryse	16.	________	3
17.	commitment	committment	17.	________	10
18.	desirous	desireous	18.	________	8
19.	quized	quizzed	19.	________	10
20.	foreward	forward	20.	________	4
21.	proceed	procede	21.	________	5
22.	hiting	hitting	22.	________	10
23.	perceive	percieve	23.	________	1
24.	minimise	minimize	24.	________	3
25.	management	managment	25.	________	8
26.	forbidden	forebidden	26.	________	4
27.	applies	applys	27.	________	7
28.	exsede	exceed	28.	________	5
29.	benefited	benefitted	29.	________	10
30.	neice	niece	30.	________	1
31.	tying	tieing	31.	________	9
32.	slenderyze	slenderize	32.	________	3
33.	likeing	liking	33.	________	8
34.	meanness	meaness	34.	________	2
35.	forgettful	forgetful	35.	________	10
36.	sliegh	sleigh	36.	________	1
37.	deference	deferrence	37.	________	10
38.	annoyance	annoiance	38.	________	7

39.	acceed	accede	39.	__________	5
40.	analise	analyze	40.	__________	3
41.	serviceable	servicable	41.	__________	8
42.	foresight	forsight	42.	__________	4
43.	commited	committed	43.	__________	10
44.	improvise	improvize	44.	__________	3
45.	likeness	likness	45.	__________	8
46.	decieve	deceive	46.	__________	1
47.	splitting	spliting	47.	__________	10
48.	stubbornness	stubborness	48.	__________	2
49.	knowledgable	knowledgeable	49.	__________	8
50.	succede	succeed	50.	__________	5
51.	confinned	confined	51.	__________	8
52.	franchise	franchize	52.	__________	3
53.	employable	emploiable	53.	__________	7
54.	forsaken	foresaken	54.	__________	4
55.	namless	nameless	55.	__________	8
56.	monopolise	monopolize	56.	__________	3
57.	concede	conceed	57.	__________	5
58.	debatable	debateable	58.	__________	8
59.	handful	handfull	59.	__________	6
60.	replyed	replied	60.	__________	7
61.	intercede	interceed	61.	__________	5
62.	accompanyment	accompaniment	62.	__________	7

PRETEST KEY

1. 1
2. 2
3. 1
4. 2
5. 1
6. 2
7. 2
8. 1
9. 2
10. 2
11. 2
12. 2
13. 2
14. 2
15. 1
16. 1
17. 1
18. 1
19. 2
20. 2
21. 1
22. 2
23. 1
24. 2
25. 1
26. 1
27. 1
28. 2
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36. 2
37. 1
38. 1
39. 2
40. 2
41. 1
42. 1
43. 2
44. 1
45. 1
46. 2
47. 1
48. 1
49. 2
50. 2
51. 2
52. 1
53. 1
54. 1
55. 2
56. 2
57. 1
58. 1
59. 1
60. 2
61. 1
62. 2

ASSIGNMENT SHEET 1: Review of Spelling Rules 1, 2, and 3

I. Spell each of the following words correctly by writing ie or ei.

r _____ gn
f _____ rce
h _____ r
p _____ r
consc _____ nce
rec _____ pt
fr _____ ght
n _____ ghbor
sh _____ ld
pr _____ st

dec _____ t
gr _____ ve
c _____ ling
conc _____ t
l _____ sure
rel _____ ve
d _____ t
s _____ ze
for _____ gn
dec _____ ve

w _____ ght
h _____ ght
bel _____ ve
sl _____ gh
y _____ ld
perc _____ ve
br _____ f
profic _____ nt
n _____ ther
ch _____ f

var _____ ty
hos _____ ry
v _____ l
n _____ ce
counterf _____ t
front _____ r
f _____ ld
p _____ ce
rec _____ ve
effic _____ nt

II. Spell each of the following words correctly by writing ise, ize, or yze.

summar _____
system _____
compr _____
author _____
desp _____
paral _____
apolog _____

real _____
enterpr _____
item _____
central _____
advert _____
surpr _____
equal _____

superv _____
anal _____
general _____
improv _____
rev _____
patron _____
organ _____

exerc _____
critic _____
penal _____
special _____
modern _____
merchand _____
comprom _____

III. Complete the following sentences by circling the correct spelling of the word in parentheses.

1. In order to beat the (fierce, feirce) competition, we must (advertise, advertize) our new business.

2. She really is an (efficient, efficeint) worker, but her (stubborness, stubbornness) caused her to lose a good job.

3. The rainstorm came with such (suddenness, suddeness) that it caught us by (surprise, surprize).

4. I did not (realize, realise) that the money we (recieved, received) was (counterfiet, counterfeit).

5. She can perform a (vareity, variety) of tasks and is (proficient, proficeint) in each of them.

6. That (cleint, client) was pleased with the new (merchandize, merchandise) and (authorized, authorised) us to ship another order to him.

7. (Neither, Niether) Mary nor Janet would (yeild, yield), so we had to (compromise, compromize).

8. As soon as I (recieve, receive) the financial statement, I will (analyze, analise) it and (organize, organise) it into a short report for you.

9. My (niece, neice) from Kentucky is coming for a (brief, breif) visit.

10. You should not be (penalized, penalised) for doing what your (consceince, conscience) says is the right thing.

ASSIGNMENT SHEET 2: Review of Spelling Rules 4, 5, and 6

I. Spell each of the following words correctly by writing for or fore in the blank.

_____ bode
_____ most
_____ arm
_____ lock
_____ thought
_____ lorn
_____ ward
_____ sight
_____ told
_____ feit
_____ get
_____ seen
_____ warned
_____ ground
_____ cast
_____ given
_____ bidden
_____ stall
_____ runner
_____ bearing
_____ head
_____ saken
_____ closure
_____ man

II. Spell each of the following words correctly by writing sede, cede, or ceed in the blank.

re _____
ac _____
suc _____
inter _____
pro _____
con _____
super _____
ex _____
pre _____

III. Spell each of the following words by writing the suffix that means "full of."

Cup _____
hand _____
doubt _____
care _____
fear _____
teaspoon _____
joy _____
beauti _____ (full of beauty)
bucket _____
wonder _____

ASSIGNMENT SHEET 3: Review of Spelling Rule 7

Directions: The letters in parentheses that follow the root words listed below identify particular suffixes. In the spaces provided, write the words that are formed by adding to each root word the suffixes identified by the letters that follow that word.

a. ing
b. er
c. ed
d. ance
e. s
f. al
g. ship
h. ly
i. or
j. cus
k. ful
l. est
m. ment

1. study (a c e) ____________ ____________ ____________
2. apply (a c e) ____________ ____________ ____________
3. modify (a c e) ____________ ____________ ____________
4. defy (a d e) ____________ ____________ ____________
5. reply (a c e) ____________ ____________ ____________
6. monkey (e) ____________ ____________ ____________
7. accompany (c e m) ____________ ____________ ____________
8. annoy (a d e) ____________ ____________ ____________
9. worry (a c e) ____________ ____________ ____________
10. pay (a c m) ____________ ____________ ____________
11. vary (a c j) ____________ ____________ ____________
12. convey (b c d) ____________ ____________ ____________
13. joy (e j k) ____________ ____________ ____________
14. survey (a c i) ____________ ____________ ____________
15. secretary (e f g) ____________ ____________ ____________
16. beauty (e j k) ____________ ____________ ____________
17. delay (a c e) ____________ ____________ ____________
18. heavy (b h l) ____________ ____________ ____________
19. attorney (e) ____________ ____________ ____________

20. journey (a b e) __________ __________ __________

21. buy (a b e) __________ __________ __________

ASSIGNMENT SHEET 4: Review of Spelling Rules 8 and 9

Directions: The letters in parentheses that follow the root words listed below identify particular suffixes. In the spaces provided, write the words that are formed by adding to each root word the suffixes identified by the letters that follow the word.

a. ing
b. ed
c. ly
d. ous
e. able
f. ment
g. ful
h. ory
i. age

1. hope (a b g) __________ __________ __________
2. notice (a b e) __________ __________ __________
3. use (e g i) __________ __________ __________
4. judge (a b f) __________ __________ __________
5. arrange (a b f) __________ __________ __________
6. taste (a b g) __________ __________ __________
7. retire (a b f) __________ __________ __________
8. courage (d) __________ __________ __________
9. advise (e f h) __________ __________ __________
10. die (a b) __________ __________ __________
11. excite (a b e) __________ __________ __________
12. mile (i) __________ __________ __________
13. more (a b e) __________ __________ __________
14. service (a b e) __________ __________ __________
15. dye (a b) __________ __________ __________
16. argue (a b f) __________ __________ __________
17. true (c) __________ __________ __________
18. waste (a g i) __________ __________ __________
19. reimburse (a b f) __________ __________ __________

ASSIGNMENT SHEET 5: Review of Spelling Rule 10

Directions: The letters in parentheses that follow the root words listed below identify particular suffixes. In the spaces provided, write the words that are formed by adding to each root word the suffixes identified by the letters that follow that word.

a. ing
b. ed
c. er
d. age
e. ment
f. able
g. ence
h. est
i. ly
j. al
k. ance
l. ness

1. plan (a b c) ____________ ____________ ____________
2. meet (a f) ____________ ____________ ____________
3. cover (a b d) ____________ ____________ ____________
4. wet (c h l) ____________ ____________ ____________
5. transmit (a b j) ____________ ____________ ____________
6. grim (c h i) ____________ ____________ ____________
7. utter (b i k) ____________ ____________ ____________
8. loop (a b) ____________ ____________ ____________
9. fit (a b l) ____________ ____________ ____________
10. defeat (a b f) ____________ ____________ ____________
11. plant (a b c) ____________ ____________ ____________
12. allot (a b e) ____________ ____________ ____________
13. control (a b f) ____________ ____________ ____________
14. stop (a c d) ____________ ____________ ____________
15. greet (a b c) ____________ ____________ ____________
16. equip (a b e) ____________ ____________ ____________
17. commit (a b e) ____________ ____________ ____________
18. refer (a b g) ____________ ____________ ____________
19. confer (a b g) ____________ ____________ ____________
20. strict (c h i) ____________ ____________ ____________

21. ship (b c e) __________ __________ __________

22. tax (a b f) __________ __________ __________

23. defer (b e g) __________ __________ __________

24. differ (a b g) __________ __________ __________

25. occur (a b g) __________ __________ __________

ASSIGNMENT SHEET 6: Spelling Review

I. Words are often misspelled because they are mispronounced. Say the word--pronouncing each syllable carefully. Then type the word three times while you pronounce each syllable.

1. quan-ti-ty ____________ ____________ ____________
2. con-ven-ient ____________ ____________ ____________
3. main-te-nance ____________ ____________ ____________
4. ac-com-mo-date ____________ ____________ ____________
5. un-nec-es-sar-y ____________ ____________ ____________
6. gov-ern-ment ____________ ____________ ____________
7. li-brar-y ____________ ____________ ____________
8. ac-com-pan-y-ing ____________ ____________ ____________
9. fa-mil-iar ____________ ____________ ____________
10. sim-i-lar ____________ ____________ ____________
11. com-mit-tee ____________ ____________ ____________
12. prob-a-bly ____________ ____________ ____________
13. rep-re-sen-ta-tive ____________ ____________ ____________
14. un-doubt-ed-ly ____________ ____________ ____________
15. ex-traor-di-nar-y ____________ ____________ ____________

II. You might be able to spell these words by remembering these aids! Type the words three times.

1. separate - There's "a rat" in separate.
2. attendance - I can attend the dance.
3. grammar - My "gramma" is good in grammar.
4. laboratory - We labor in a laboratory.
5. recommend - To commend again is to recommend.

6. parallel - All the lines are parallel.
7. pursue - She pursued the man who stole her purse.
8. all right - Two words--just like all wrong!
9. erroneous - Comes from word error.
10. handkerchief - You hold your handkerchief in your hand.

Unit III - Written Communications
Lesson 7 - Spelling

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

I.

r ei gn
f ie rce
h ei r
p ie r
consc ie nce
rec ei pt
fr ei ght
n ei ghbor
sh ie ld
pr ie st
dec ei t
gr ie ve
c ei ling
conc ei t
l ei sure
rel ie ve
d ie t
s ei ze
for ei gn
dec ei ve
w ei ght
h ei ght
bel ie ve
sl ei gh
y ie ld
perc ei ve
br ie f
profic ie nt
n ei ther
ch ie f
var ie ty
hos ie ry
v ei l
n ie ce
counterf ei t
front ie r
f ie ld
p ie ce
rec ei ve
effic ie nt

II.

summar ize
system ize
compr ise
author ize
desp ise
paral yze
apolog ize
real ize
enterpr ise
item ize
central ize
advert ise
surpr ise
equal ize
superv ise
anal yze
general ize
improv ise
rev ise
patron ize
organ ize
exerc ise
critic ize
penal ize
special ize
modern ize
merchand ise
comprom ise

III. Complete the following sentences by circling the correct spelling of the word in parentheses.

1. In order to beat the ([✓ fierce], feirce) competition, we must ([✓ advertise], advertize) our new business.

2. She really is an ([✓ efficient], efficeint) worker, but her (stubborness, [✓ stubbornness]) caused her to lose a good job.

3. The rainstorm came with such ([✓ suddenness], suddeness) that it caught us by ([✓ surprise], surprize).

4. I did not ([✓ realize], realise) that the money we (recieved, [✓ received]) was (counterfiet, [✓ counterfeit]).

5. She can perform a (vareity, [✓ variety]) of tasks and is ([✓ proficient], proficeint) in each of them.

6. That (cleint, [✓ client]) was pleased with the new (merchandize, [✓ merchandise]) and ([✓ authorized], authorised) us to ship another order to him.

7. ([✓ Neither], Niether) Mary nor Janet would (yeild, [✓ yield]), so we had to ([✓ compromise], compromize).

8. As soon as I (recieve, [✓ receive]) the financial statement, I will ([✓ analyze], analise) it and ([✓ organize], organise) it into a short report for you.

9. My ([✓ niece], neice) from Kentucky is coming for a ([✓ brief], breif) visit.

10. You should not be ([✓ penalized], penalised) for doing what your (consceince, [✓ conscience]) says is the right thing.

Assignment Sheet 2

I.

fore bode
fore most
fore arm
fore lock
fore thought
for lorn

for ward
fore sight
fore told
for feit
for get
fore seen

fore warned
fore ground
fore cast
for given
for bidden
fore stall

fore runner
fore bearing
fore head
for saken
fore closure
fore man

II.

re cede
ac cede
suc ceed

inter cede
pro ceed
con cede

super sede
ex ceed
pre cede

III.

cup ful

hand ful

doubt ful

care ful

fear ful

teaspoon ful

joy ful

beauti ful (full of beauty)

bucket ful

wonder ful

Assignment Sheet 3

1.	studying	studied	studies
2.	applying	applied	applies
3.	modifying	modified	modifies
4.	defying	defiance	defies
5.	replying	replied	replies
6.	monkeys		
7.	accompanied	accompanies	accompaniment
8.	annoying	annoyance	annoys
9.	worrying	worried	worries
10.	paying	paid	payment
11.	varying	varied	various
12.	conveyer	conveyed	conveyance
13.	joys	joyous	joyful
14.	surveying	surveyed	surveyor
15.	secretaries	secretarial	secretaryship
16.	beauties	beauteous	beautiful
17.	delaying	delayed	delays
18.	heavier	heavily	heaviest
19.	attorneys		
20.	journeying	journeyer	journeys
21.	buying	buyer	buys

Assignment Sheet 4

1.	hoping	hoped	hopeful
2.	noticing	noticed	noticeable
3.	usable	useful	usage
4.	judging	judged	judgment
5.	arranging	arranged	arrangement
6.	tasting	tasted	tasteful
7.	retiring	retired	retirement
8.	courageous		
9.	advisable	advisement	advisory
10.	dying	died	
11.	exciting	excited	excitable
12.	mileage		
13.	moving	moved	movable
14.	servicing	serviced	serviceable
15.	dyeing	dyed	
16.	arguing	argued	argument
17.	truly		
18.	wasting	wasteful	wastage
19.	reimbursing	reimbursed	reimbursement
20.	tying	tied	

Assignment Sheet 5

1.	planning	planned	planner
2.	meeting	meetable	
3.	covering	covered	coverage
4.	wetter	wettest	wetness
5.	transmitting	transmitted	transmittal
6.	grimmer	grimmest	grimly
7.	uttered	utterly	utterance
8.	looping	looped	
9.	fitting	fitted	fitness
10.	defeating	defeated	defeatable
11.	planting	planted	planter
12.	allotting	allotted	allotment
13.	controlling	controlled	controllable
14.	stopping	stopper	stoppage
15.	greeting	greeted	greeter
16.	equipping	equipped	equipment
17.	committing	committed	commitment
18.	referring	referred	reference
19.	conferring	conferred	conference
20.	stricter	strictest	strictly
21.	shipped	shipper	shipment
22.	taxing	taxed	taxable
23.	deferred	deferment	deference
24.	differing	differed	difference
25.	occurring	occurred	occurrence

Assignment Sheet 6

I. 1. quantity
2. convenient
3. maintenance
4. accommodate
5. unnecessary
6. government
7. library
8. accompanying
9. familiar
10. similar
11. committee
12. probably
13. representative
14. undoubtedly
15. extraordinary

II. 1. separate
2. attendance
3. grammar
4. laboratory
5. recommend
6. parallel
7. pursue
8. all right
9. erroneous
10. handkerchief

POSTTEST 1

Directions: Your instructor will dictate 20 words. Write or type them correctly.

Unit III - Written Communications
Lesson 7 - Spelling

POSTTEST 2

Directions: Your instructor will dictate 20 words. Write or type them correctly.

POSTTEST 3

Directions: Circle the words that are spelled correctly.

1. similar
2. fixxing
3. reference
4. grammar
5. quantity
6. convenent
7. suddenness
8. loopping
9. arrival
10. attendance
11. attornies
12. movment
13. representative
14. worrying
15. payed
16. retrieving
17. equipment
18. seperate
19. defeated
20. wasteful
21. neice
22. controlling
23. unneccessary
24. alloted
25. recieve
26. noticeable
27. probaly
28. library
29. goverment
30. similiar
31. accompanying
32. heaviest
33. succede
34. applys
35. defiance
36. secretarys
37. ocurring
38. reference
39. committment
40. hoping

POSTTEST KEY

Posttest 1

1. surprise
2. believe
3. succeed
4. doubtful
5. committed
6. truly
7. attorneys
8. paid
9. convenient
10. stopping
11. probably
12. conscientious
13. allotment
14. summarize
15. representative
16. hoping
17. recede
18. separate
19. conveyance
20. delaying

Posttest 2

1. compromise
2. preceding
3. writing
4. replied
5. receive
6. annoyance
7. forecast
8. heavily
9. confined
10. noticeable
11. yield
12. equipped
13. undoubtedly
14. planning
15. moving
16. client
17. government
18. accommodate
19. retirement
20. apologize

Posttest 3

1. [✓ similar]
2. fixxing
3. [✓ reference]
4. [✓ grammar]
5. [✓ quantity]
6. convenent
7. [✓ suddenness]
8. loopping
9. [✓ arrival]
10. [✓ attendance]
11. attornies
12. movment
13. [✓ representative]
14. [✓ worrying]
15. [✓ payed]
16. [✓ retrieving]
17. [✓ equipment]
18. seperate
19. [✓ defeated]
20. [✓ wasteful]
21. neice
22. [✓ controlling]
23. [✓ unneccessary]
24. [✓ alloted]
25. recieve
26. [✓ noticeable]
27. probaly
28. [✓ library]
29. goverment
30. similiar
31. [✓ accompanying]
32. [✓ heaviest]
33. succede
34. applys
35. [✓ defiance]
36. [✓ secretarys]
37. ocurring
38. [✓ reference]
39. committment
40. [✓ hoping]

Unit III - Written Communications
Lesson 8 - Subject and Predicate Agreement

LESSON OBJECTIVE

Given 20 sentences, the student will choose the verb which agrees in number with the subject with 90 percent accuracy within 20 minutes.

SUGGESTED ACTIVITIES

I. Instructor

A. Give pretest.

B. Distribute information sheets. Review parts of speech if necessary, so that students are familiar with subject, predicate, number, etc., as defined in this lesson.

C. Distribute assignment sheet; evaluate.

D. Give posttest.

II. Student

A. Take pretest.

B. Study objectives and information sheets.

C. Complete assignment sheet.

D. Take posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheets

III. Pretest and Key

IV. Assignment Sheet and Answers

AS 1: What's My Number

V. Posttest and Key

INFORMATION SHEET

I. Terms and definitions

A. Collective nouns--words which specify a group or collection of persons, places, or things

B. Indefinite pronouns--words which point out non-specific persons, places, or things (Some examples are everybody, each, many, and several.)

C. Number--shows whether a noun refers to one or to more than one person, place, or thing

D. Plural--referring to more than one

E. Predicate--the part of the sentence which expresses action, being, or state of being

Examples: Lee is an excellent proofreader.

The copier stopped in the middle of the job.

In the first sentence, "is" is the simple predicate (verb) and "is an excellent proofreader" is the complete predicate. In the second sentence, "stopped" is the verb; "stopped in the middle of the job" is the complete predicate.

F. Singular--referring to one

G. Subject--the part of the sentence about which something is said

Example: Word processing operators are in demand.

In this sentence, "operators" is the simple subject and "word processing operators" is the complete subject.

II. Rules for subject and predicate agreement

A. A subject consisting of only one idea, person, or thing requires a singular verb; a plural subject requires a plural verb.

Examples: The office was empty.

The visitors were impressed by the receptionist's skills.

The typewriter and the calculator were repaired yesterday.

B. Singular subjects joined by or or nor require a singular verb.

Example: Neither the manuscript nor the letter was received on time.

C. When or or nor connect a singular and a plural subject, the verb must agree with the nearer subject.

Examples: The batteries or the tape player is causing the problem.

Neither she nor her coworkers understand the new rules.

D. The verb must agree in number with a collective noun used as the subject. A collective noun is singular when the group is thought of as a unit, and plural when the individuals in a group are considered.

Examples: Our class is studying grammar this quarter.

The class are receiving their certificates at the end of the semester. (Class in this case is understood to mean "members of the class.")

1. Singular collective nouns include:
    a. board
    b. corporation
    c. department
    d. staff
    e. team
2. Plural collective nouns include:
    a. goods
    b. proceeds
    c. remains
    d. savings
    e. thanks
3. Some collective nouns may be either singular or plural, depending upon their meaning in a particular sentence. Examples are:
    a. majority
    b. minority
    c. series
    d. species
    e. number

Note: If the collective noun "number" is preceded by "a" and followed by "of," use a plural verb; if it is preceded by "the," use a singular verb.

Examples: A number of burglaries were committed last week.

The number of unsolved crimes is increasing.

E. The verb must agree with an indefinite pronoun used as a subject.

1. Singular indefinite pronouns
    a. each
    b. either, neither
    c. someone, somebody
    d. anyone, anybody
    e. everyone, everybody
    f. no one, nobody
    g. one
2. Plural indefinite pronouns
    a. both
    b. few
    c. many
    d. others
    e. several
3. Singular or plural, depending upon use
    a. all
    b. any
    c. more
    d. none
    e. other
    f. some
    g. such

F. When the subject is a fraction followed by a phrase beginning with "of," the verb must agree with the noun in the phrase.

Examples: One fourth of the paper was ruined.

One third of the students were male.

G. Some foreign words present problems in subject/predicate agreement. Those used frequently in business include criteria (plural), criterion (singular); media (plural), medium (singular); and data (plural), datum (singular).

NOTE: Some professions, particularly data processing, use data as either a singular or plural noun. This usage is becoming more common, and may eventually become standard.

PRETEST

Directions: In each of the following sentences, circle the verb which makes the subject and predicate agree in number.

1. An artistic arrangement of office furnishings (make, makes) work more pleasant. (Rule A)
2. 'A teacher' and 'a friend' (was, were) descriptions of the retiring supervisor. (Rule A)
3. Neither of us (is, are) able to afford more than one suit. (Rule B)
4. Either the printer or the typesetters (is, are) malfunctioning. (Rule C)
5. Either the salespersons or their boss (is, are) planning the advertising campaign. (Rule C)
6. The savings resulting from the new procedure (was, were) substantial. (Rule D)
7. The union (is, are) voting on the new contract. (Rule D)
8. Everybody (was, were) pleased to greet the visiting dignitary. (Rule E)
9. One third of the film (was, were) exposed when the camera was loaded. (Rule F)
10. Some experts feel that the news media (is, are) responsible for many changes in our society. (Rule G)

PRETEST KEY

1. makes
2. were
3. is
4. are
5. is
6. were
7. is
8. was
9. was
10. are

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ASSIGNMENT SHEET 1: What's My Number?

Directions: Each collective noun below can be used as the subject of a sentence. On the line beside each collective noun, place an "S" if the noun is singular, a "P" if the noun is plural, or an "E" if the noun can be either singular or plural, depending upon its use in a sentence.

__________ 1. majority

__________ 2. proceeds

__________ 3. department

__________ 4. savings

__________ 5. species

__________ 6. board

__________ 7. team

__________ 8. minority

__________ 9. thanks

__________ 10. series

__________ 11. corporation

__________ 12. staff

__________ 13. goods

__________ 14. number

__________ 15. proceeds

ANSWERS TO ASSIGNMENT SHEET 1

1. E
2. P
3. S
4. P
5. E
6. S
7. S
8. E
9. P
10. E
11. S
12. S
13. P
14. E
15. P

POSTTEST

PART A: Directions: Match these terms with their definitions by placing the correct number in the blank beside each term.

_________ a. plural

_________ b. collective nouns

_________ c. predicate

_________ d. indefinite pronouns

_________ e. singular

_________ f. number

_________ g. subject

1. that which is said about the subject; expresses action, being, or state of being
2. referring to one
3. words which specify a group of persons, places, or things
4. words which point out nonspecific persons, places or things
5. shows whether a noun refers to one or to more than one person, place, or thing
6. the part of the sentence about which something is said
7. referring to more than one

PART B: Directions: Circle the verb which makes the subject and predicate agree in each sentence below.

1. One of the new managers (is, are) only 27 years old.
2. Thanks (is, are) due all the participants.
3. The minority (was, were) upset by the decision.
4. Neither of us (is, are) going to the meeting.
5. This pen, which matches those pencils, (belong, belongs) to me.
6. After the fundraiser, the proceeds (was, were) given to the chapter president.

7. The criteria for evaluating the class (is, are) listed in the front of the textbook.

8. All (is, are) glad that the project is nearly finished.

9. Each of the students (was, were) interviewed by the recruiter.

10. Over one half of the employees (was, were) affected by the new benefits package.

11. Neither Rhonda nor Chuck (like, likes) the new machine.

12. The stationery in the cabinets (is, are) outdated.

13. Your good relationship with the board members (has, have) eased the tense situation.

14. Either the editors or the writer (is, are) responsible for the revisions.

15. The number of files to be moved (is, are) growing.

16. The United States (has, have) diverse sources of income.

17. Either he or she (is, are) preparing the deposition.

18. A technician and a sales representative, both from the Copy Company, (has, have) just arrived.

19. Two jobs (remain, remains) to be done.

20. Everyone uncovered his/her keyboard and (was, were) ready for the timed test.

POSTTEST KEY

Part A:

a. 7
b. 3
c. 1
d. 4
e. 2
f. 5
g. 6

Part B:

1. is
2. are
3. was
4. is
5. belongs
6. were
7. are
8. are
9. was
10. were
11. likes
12. is
13. has
14. is
15. is
16. has
17. is
18. have
19. remain
20. was

LESSON OBJECTIVE

Given the assignment of rewriting ten poorly written sentences, the student will be able to rewrite them into complete and concise statements with 90 percent accuracy within 40 minutes.

SUGGESTED ACTIVITIES

I. Instructor

  A. This section should probably be covered in the last quarter so a student will have as much experience as possible before "composing" sentences.

  B. Discuss with students the material included on the information sheet.

  C. Distribute assignment sheets.

  D. Check and discuss answers in class.

  E. Give Posttest 1.

  F. Students who do not complete Posttest 1 with 90 percent accuracy should complete Posttest 2.

II. Student

  A. Study objectives and information sheets.

  B. Complete the assignment sheets.

  C. Complete Posttest 1.

  D. If score is less than 90 percent accuracy on Posttest 1, complete Posttest 2.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Assignment Sheets and Answers

  A. AS 1: Using the "You" Approach
  B. AS 2: Writing Positive Sentences
  C. AS 3: Revising Sentences

IV. Posttests and Keys

INFORMATION SHEET

I. In composing a letter, the opening sentence should use the "you" viewpoint--start with "you" or "your" rather than "we" or "I."

Example: Your order was shipped yesterday.

rather than

We shipped your order.

You are invited to our grand opening

rather than

We are inviting you to our grand opening.

II. Be concise! Don't use unnecessary or old-fashioned words that waste the reader's time and make a sentence difficult to understand. Stick to the point.

Example: Please send us your latest brochure on fund-raising activities.

rather than

I have been asked to be chairman of fund-raising activities for FBLA and would appreciate receiving your latest brochure about activities available to small clubs.

III. Use positive statements rather than calling attention to the negative.

Example: You can shop at our store Monday through Saturday from 9 a.m. to 6 p.m.

rather than

We are closed in the evening.

IV. Use a friendly, courteous tone.

Example: Please give us your dress size so we will be able to complete your order. A stamped, self-addressed envelope is enclosed.

rather than

You failed to specify what size dress you wanted so we didn't send you one.

V. Make sure sentences are correct by checking sentence structure, grammar, spelling, and punctuation.

ASSIGNMENT SHEET 1: Using the "You" Approach

Directions: Revise the following opening sentences by using the "you" approach.

1. I would like to request a sample of your printed stationery.
2. I am sure I would enjoy reading your report.
3. Our store is open for special customers on Wednesdays until 7 p.m.
4. I want to nominate you for President of FBLA.
5. We cannot process your order until you tell us the catalogue number.
6. I think you are a responsible, dependable person who can handle a supervisory position.
7. We will not charge you for the repairs on your washer since it is still under warranty.
8. We don't think you'll have any trouble selling our candy.
9. We received your order for two Model 75 calculators.
10. I would like to invite you to an open house during Vocational Education Week.

ASSIGNMENT SHEET 2: Writing Positive Sentences

Directions: Rewrite the following sentences using a positive, courteous tone.

1. You wanted to have all the sales reports finished by Friday. If you don't get your report here by Wednesday, I won't get it typed for you on time.
2. After much debate, we decided to give you an extension of time on the payment of your account.
3. I didn't get your order shipped until yesterday. Sorry about any delay.
4. In order to avoid any mechanical problems, you had better read the instructions we took so much trouble to prepare.
5. Although we didn't all agree, the majority of the members voted to grant your request for membership.
6. Mr. Harris is not expected back from his vacation for two weeks.
7. I don't mind accepting this new assignment.
8. Don't wait until the Christmas rush to do your shopping.
9. If you had followed the instructions on the application form, you'd have had your credit card by now.
10. We may have been too hasty in refusing your request for credit.

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ASSIGNMENT SHEET 3: Revising Sentences

Directions: Revise the following sentences so they are more concise using modern, conventional language. Also check for correctness.

1. We have asked one of our sales representatives to call you so that an appointment can be made at an early date for him to talk to you about some of our new products.

2. All of the employees of our company have been asked to participate in one of the Human Relations Seminars scheduled for next week and to let you know which particular one of the seminars they have selected to attend so that you can prepare the schedules for the seminars.

3. You had better make sure that each and every member of the club makes an effort to be of assistance to the committee members.

4. Thanking you in advance for sending me that copy of the brochure.

5. Looking forward to serving you and other members of the Association at your upcoming convention.

6. The group of students was requested to assemble and contemplate the advisability and feasibility of developing a strategy for reversing the unfavorable regulations imposed by the Student Senate.

7. Smoking is not permitted in or around the building or grounds except in the area specifically designated for that purpose.

8. Since we did not see you at the beginning of the meeting, you obviously did not sign the attendance sheet. Do it before you leave.

9. The professional expert will tell and explain to the group that if they revert back to the old method they used they can expect to have problems again that will be exactly identical to the ones they had last year.

10. Pursuant to your request in your letter of the fifth, I have herewith enclosed an analysis of the information you requested.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Suggested answers include the following:

1. Please send me a sample of your printed stationery. ("You" understood.)
2. Your report will make interesting reading.
3. Special customers like you can shop on Wednesdays until 7 p.m.
4. You would make a good FBLA President.
   or
   You have all the qualifications for FBLA President.
5. Send us the catalogue number so we can rush your order to you.
6. Your responsibility and dependability have earned you a promotion.
7. Your washer is being repaired free.
   or
   You will not be charged for the repairs as your washer is still under warranty.
8. You can sell our candy easily.
   or
   You will have no trouble selling our candy.
9. Thank you for your order for two Model 75 calculators.
10. You are invited to an open house during Vocational Education Week.

Assignment Sheet 2

Suggested answers include the following:

1. In order to have your sales report typed by Friday, you must get the rough draft to me by Wednesday.
2. You have an extension of time for paying your account.
3. Your order was shipped yesterday and should arrive at your office in a few days.
4. You will have no mechanical problems if you follow the carefully prepared instructions.

5. Congratulations! You are now a new member of ____________________.

6. Mr. Harris will be in the office in two weeks.

7. Thank you for giving me the opportunity of working on this new project.

8. You can avoid the Christmas rush by shopping early.
   or
   You will have a better gift selection by shopping early.

9. You will receive your credit card as soon as you complete the enclosed application form.

10. You are right! Your request for credit will be reviewed.

Assignment Sheet 3

Suggested answers include the following:

1. You will receive a call from our sales representative.
   or
   Our sales representative will call you for an appointment.

2. Each employee will select one Human Relations Seminar to attend, and we will give you information so you can arrange the schedule.

3. Each club member will be expected to help the committee members.

4. I would appreciate receiving a copy of the brochure.

5. You will receive the best possible service at your convention.

6. The purpose of the meeting is to change the new regulations.

7. You may smoke in the smoking lounge only.

8. Please sign the attendance sheet before you leave the meeting.
   or
   Please sign the attendance sheet now if you have not already done so.

9. Changing back to the old system will cause the same problems.

10. You will find the information you requested in the enclosed brochure.

POSTTEST 1

Directions: Revise the following sentences to make them acceptable for modern business use. If necessary, you may make two sentences.

1. I would like to request herewith a copy of your brochure about registering at your college.
2. Don't use negative words that are discourteous when you write your letters.
3. I know you will enjoy shopping at our store during our semiannual sale, where you can really pick up good bargains.
4. Trusting that we have been of service to you and your company, and with best personal regards, I remain.
5. We have opened your credit account at our store.
6. Get that report to me by Friday.
7. I am willing to pay you $5 an hour to do this job.
8. We can't ship out your order until the new stock arrives. Sorry.
9. I would like to invite you to our open house.
10. I wish to express my appreciation to you for being a very interesting guest speaker at our FBLA meeting.

POSTTEST 2

Directions: Revise the following sentences to follow acceptable business practices.

1. We think you can get the best service at the most reasonable prices when you shop with us.
2. We are sorry we made another $12 error and charged you too much. We'll fix the mistake.
3. To avoid further delay and inconvenience, we are sending your shipment right away.
4. Permit me to take this opportunity to thank you for your letter which I received herewith.
5. In reference to your request for a instruction booklet, please find same attached hereto.
6. We wish to call attention to the fact that all our work is guaranteed.
7. Don't get mad because our serviceman didn't fix your washer. You weren't home when he came by.
8. Arrangements have been duly made to reestablish your service based upon receipt of your long overdue payment.
9. After much discussion, we decided to grant you a charge account with Walden's.
10. It is with real concern that we call your attention to the fact that you missed last month's payment of $35.

POSTTEST KEYS

Posttest 1

Suggested answers include the following:

1. Please send me a copy of your brochure about registration procedures.

2. Your letters should have a courteous, positive tone.

3. You will find many bargains at our semiannual sale.

4. We hope to continue serving you.
   or
   We will continue to give you the same good service.

5. You may begin using your credit card right away.
   or
   Your credit account has been opened.

6. Please complete the report by Friday.
   or
   If you can complete the report by Friday, it would be appreciated.

7. You will earn $5 an hour.

8. Your order will be shipped as soon as the new stock arrives.

9. You are invited to our Open House.

10. Thank you for being the guest speaker at our FBLA meeting.

Posttest 2

Suggested answers include the following:

1. You will enjoy the best service at the most reasonable prices by shopping with us.

2. Your account has been credited in the amount of $12. We hope our error did not inconvenience you.

3. Your shipment will be sent immediately.

4. Thank you for your letter of (date).

5. The instruction booklet you requested is enclosed.
   or
   Enclosed is the instruction booklet you requested.

6. You receive a full guarantee when you do business with us.

7. Since you were not available when our serviceman came by, he was unable to repair your washer. Please call for another appointment.

8. Your service has been restored.

9. You may begin using your new charge account immediately.
or
You now have a charge account at Walden's.

10. Have you overlooked last month's statement for $35.
or
Perhaps you have been busy and overlooked our statement for $35.

LESSON OBJECTIVE

Given a situation requiring a request letter, the student will outline, compose, and type the letter in mailable form within 40 minutes.

SUGGESTED ACTIVITIES

I. Instructor

   A. This section should be covered in the last quarter as "composing" letters is an advanced skill for business students.

   B. Discuss with students the material included on the information sheet.

   C. Distribute assignment sheet and evaluation checklist.

   D. Evaluate letters and return to students for revisions if necessary.

   E. Evaluate letters following revisions by students.

   F. Give posttest.

II. Student

   A. Study objectives and information sheet.

   B. Complete assigment sheet and revisions.

   C. Complete posttest.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Transparency Master

   TM 1: Wording Your Requests

IV. Assignment Sheet and Answers

AS 1: Composing Request Letters

V. Posttest and Key

INFORMATION SHEET

I. Letters of request

A. The request letter is routine correspondence and is often handled by the secretary.

B. Samples of request ("asking") letters include requests for reservations, price lists, catalogs from businesses, and specific information not printed in a catalog or brochure.

C. Request letters should be worded simply, completely (but briefly), and courteously.

D. Letters of request should use the "you" approach whenever possible. (Example: Use "please send" rather than "I want.")

E. Do not say "thanking you in advance" since the request has not yet been granted. However, the word "appreciate" would be appropriate in the courteous closing.

F. Compose the request letter by writing one (or more) sentences for each part of the outline below.

II. Outline of the request letter

A. Request for an item or information

B. Reason for the request

C. Date that information or item is needed (in other words, a deadline for answering the letter)

D. A courteous closing

E. Enclosing a stamped, self-addressed envelope often expedites a response.

Wording Your Requests

Situation	Making the Request	Reason for Request	Deadlines	Courteous Closing
Requesting a Price List	"Please send me. . ."	"This information would assist me in planning my budget." "This information would be helpful when ordering supplies from your company."	"Since the budget must be submitted by the end of December, please send your price list as quickly as possible." "Please send me your price list by the end of November."	"We would appreciate your prompt reply and feel both of our businesses will benefit."
Requesting a Room Reservation	"Please reserve a . . . "	I will be attending the Convention."	Please confirm this reservation by . . ."	"Your prompt attention to this matter will be appreciated."
Requesting a Reference on a former student	"A former student has listed you as a reference on her application. Would you please write us regarding..."	"This information will help us make a better decision when selecting a new employee for the position of ________."	"As we must select someone for this position in two weeks, this information is needed immediately."	"Your reply will certainly be appreciated."

ASSIGNMENT SHEET 1: Composing Request Letters

Directions: Choose at least three of the following situations. Outline, compose, and type an appropriate request letter in mailable form.

1. Request brochures on the newest information processing equipment from a local office supply company. (Look up their address in the phone book.) Information is needed in order to prepare a budget for new office equipment. This budget must be completed within the next two months.

2. Write a letter to your business teacher requesting that she/he send a letter to the school of your choice recommending you for a scholarship. The letter should include information about your character, attendance, willingness to learn, and ability to get along with others. The letter should reach the school you will be attending before June 15.

3. As the secretary for your business teacher, request a room reservation for July 21, 22, and 23. Your instructor will be attending the MVA meeting in Columbia, Missouri. She/he will arrive before 6 p.m. on the 21st and check out before noon on the 24th. (Get the motel address from your instructor.)

4. Write a letter to a college or vocational school of your choice asking for a brochure about information on information processing courses which are available. You are interested in taking a course following high school graduation.

5. Write a letter to the Bureau of Labor Statistics, Department of Labor, Washington, D.C. 20020, requesting information regarding the percentage of women in the work force and the percentage of women in "nontraditional" jobs. You need this information for a research paper which is due next month.

6. Write a letter to the Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211. You would like a listing of materials which are available for business and office education classes and prices for each item. Your instructor is considering adapting some of the materials for use in his/her classroom next year. Sign your name as secretary to your instructor.

ANSWERS TO ASSIGNMENT SHEET

Letters will vary. Instructor should check to see that the content is complete and courteous and that the letter style, composition, and typing are correct.

Evaluate each letter using the following checklist.

	YES	NO
1. Is the wording accurate, concise, and complete?		
2. Is it courteous?		
3. Is the "you approach" used?		
4. Are all necessary items of information included?		
a. Information needed		
b. Reason for request		
c. Date needed by		
5. Is the closing courteous?		
6. Is it mailable?		

POSTTEST

Directions: Write a letter to the Johnson Publishing Company, 2813 Water Street, Cedar Rapids, Iowa 52401, requesting 25 copies of their instruction pamphlet, "New Selling Techniques," for use in training salesmen. It is needed for a sales conference the first week in May. You do not know if there is a charge for the pamphlets. Sign your name and give your position as Sales Manager. You may assume you're writing the letter on "letterhead" stationery that provides the company name and address.

POSTTEST KEY

Letters will vary. Here is a sample solution.

(Current Date)

Johnson Publishing Company
2813 Water Street
Cedar Rapids, IA 52401

Gentlemen:

Please send me 25 copies of your latest instruction pamphlet, New Selling Techniques. Your pamphlets are always well-written and interesting, and I am sure this one will be useful in training our new sales personnel.

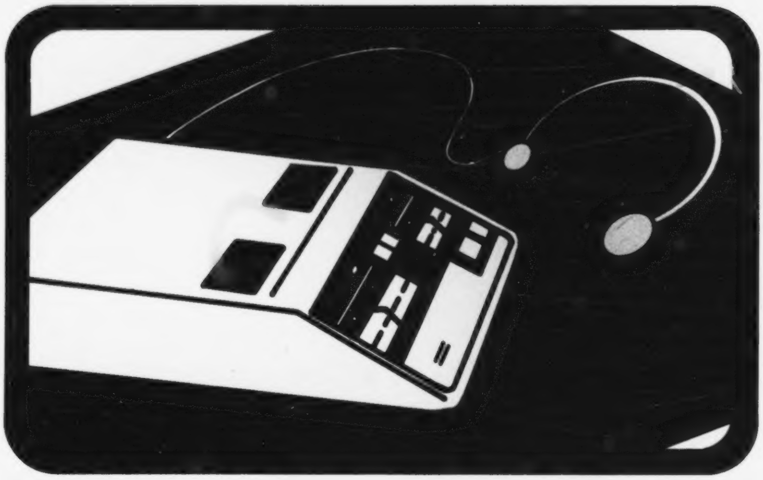
Since these pamphlets are to be used at our sales conference scheduled the first week in May, I would appreciate your shipping them as soon as possible. So that shipment will not be delayed, please send the pamphlets COD or bill us later.

Sincerely yours,

(Student Name)
Sales Manager

Evaluate each letter using the following checklist.

	YES	NO
1. Is the wording accurate, concise, and complete?		
2. Is it courteous?		
3. Is the "you approach" used?		
4. Are all necessary items of information included?		
a. Information needed		
b. Reason for request		
c. Date needed by		
5. Is the closing courteous?		
6. Is it mailable?		



Transcribing a Business Letter

UNIT IV: Transcribing a Business Letter

Unit IV - Transcribing from Shorthand Notes and/or Transcribing Machine

UNIT OBJECTIVES

Upon completion of this unit students will be able to prepare mailable copy from the transcriber. In addition, shorthand students will be able to transcribe mailable copy from office-style dictation.

LESSON OBJECTIVES

1. Given recorded media, the student will demonstrate proper techniques of operating a transcribing machine by transcribing and typing 2 average-length business letters in mailable form within 45 minutes.

2. Given office-style dictation, the student will type 2 average-length letters in mailable form within 30 minutes. (Optional)

COMPETENCIES

1. Type a business letter using a transcribing machine

2. Type a business letter from office-style dictation (optional)

NOTES TO THE INSTRUCTOR

Since preparing mailable copy from office-style dictation using shorthand and preparing mailable copy from the transcribing unit require much the same skill, the lessons on transcribing will be combined.

Because the skill used for transcribing is somewhat "advanced," this unit should be taught in the second semester. Units on written communications and typing review should be taught before beginning this unit.

A great deal of information in this unit will be presented to small groups because only those students with prior shorthand training will be taking the office-style dictation. The transcribing machine unit will have to be presented to small groups depending on the number of transcribers available.

Assignment sheets will consist of tapes to be transcribed and suggested letters for the teacher to dictate to students.

This unit is to be used as a supplement to other materials in order to provide students sufficient practice at transcribing.

Use the following criteria* for evaluation of mailable copy:

A. "Mailable +" Standards

1. Document contains no visible errors.
2. All instructions are correctly followed.
3. All errors are corrected--misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication.
4. Document contains no omission in the body, opening, or closing lines.
5. Document is neatly completed and document parts are well placed on the page.

B. "Mailable" Standards

1. All instructions are correctly followed.
2. Document contains no uncorrected errors--misspellings, typographical errors, incorrect punctuation, incorrect capitalization, incorrect syllabication, or incorrect word division.
3. Document contains neatly made corrections.
4. Document placement is less than ideal but spacing on page is acceptable.
5. Enclosure notation or reference initials are omitted from document.
6. Document contains acceptable (but not most desirable) use of capitalization or punctuation.
7. Words which do not change the meaning of a sentence have been added or omitted.

*Adapted from criteria set up by the National Office Education Association.

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C. Lacombe, Joan M., Neal, Dorothy A., and Cleary, Joseph B. English Style Builders; A Self Improvement Program for Information Processors, Fourth Edition. New York: Gregg/McGraw Hill, 1986.

D. Reiff, Rosanne. Communication Skills for the Processing of Words, Second Edition. Cincinnati: Smith-Western Publishing Co., 1986.

E. Tedesco, Eleanor Hollis, and Mitchell, Robert B. Administrative Office Management: The Electronic Office. New York: John Wiley and Sons, Inc., 1984.

F. Whalen, Patricia. Basic Skills for the Modern Office. Cincinnati: South-Western Publishing Co., 1984.

II. Software*

*Software descriptions have been taken directly from the publishers and/or vendors.

A. Spelling for Careers in Business, 1984. For: Apple IIe.

This program contains two units. In the first unit, the words are presented in multiple choice form, with the student picking out the correctly spelled word. In the second unit, the definition of the word is given and the student supplies the word from memory. Students are also given a percentage score at the end of each unit. Available from EMC Publishing, Changing Times Education Service, 300 York Avenue, St. Paul, MN 55101.

B. Also - See Word Processing Programs listed in Unit IX, Information Processing.

Unit IV - Transcribing from Shorthand Notes and/or Transcribing Machine
Lesson 1 - Using the Transcriber

LESSON OBJECTIVE

Given recorded media, the student will demonstrate proper techniques of operating a transcribing machine by transcribing and typing 2 average-length business letters in mailable form within 45 minutes.

SUGGESTED ACTIVITIES

I. Instructor

- A. Because of the multitude of skills involved in this unit, it should be taught in the second semester.
- B. Prepare tapes to be used for transcription exercises.
- C. Information sheets should be distributed and discussed with students before they begin the unit.
- D. Instructor should demonstrate how to prepare the machine for transcribing.
- E. Students will complete the following assignments:
    1. Tape I consisting of four letters with punctuation given so students can concentrate on learning to use the machine.
    2. Tape II consisting of 50 sentences requiring punctuation and capitalization.
    3. Tape III consisting of two letters and two memos requiring punctuation by students.
- F. Give Posttest 1, a tape consisting of two letters.
- G. If necessary, give Posttest 2, a tape consisting of two letters.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Transparency Master

TM 1: Parts of a Transcriber

IV. Assignment Sheets and Answers

A. AS 1: Transcription Tape 1
B. AS 2: Transcription Tape 2
C. AS 3: Transcription Tape 3
D. AS 4: Optional Letters For Transcription

V. Posttests and Keys

Unit IV - Transcribing from Shorthand Notes and/or Transcribing Unit
Lesson 1 - Using the Transcriber

INFORMATION SHEET

I. Assemble parts of a transcribing machine.

   A. Transcriber

   B. Foot control

   C. Head set

   D. Tape to be transcribed

II. Instructor will demonstrate use of the transcriber.

III. Additional features on the transcribing machine

   A. Volume control

   B. On-off switch

   C. Length of tape indicator

   D. Backspace on foot control

   E. Speed control

IV. Using the transcriber

   A. Insert tape.

   B. Move indicator lever to zero.

   C. Turn on machine and adjust controls.

   D. Prepare typewriter for transcribing.

   E. Press foot control and listen for instructions.

   F. When you get to the section to be transcribed, press foot control and listen to a small portion; stop; type the information; listen to another small section; stop; type.

V. Guidelines for using transcriber

   A. Follow the "listen-stop-type" procedure until transcribing becomes natural and easy.

B. Break the sentences into groups of words that run together smoothly and easily.

C. Play back any portion of a sentence that you did not hear distinctly.

D. As you gain ear-finger-toe coordination, you will be able to work faster by listening ahead while keeping the typewriter in constant motion.

VI. Suggestions for checking the accuracy of your work

A. If spelling is not given, check the spelling of proper nouns.

B. Never type anything that does not make sense.

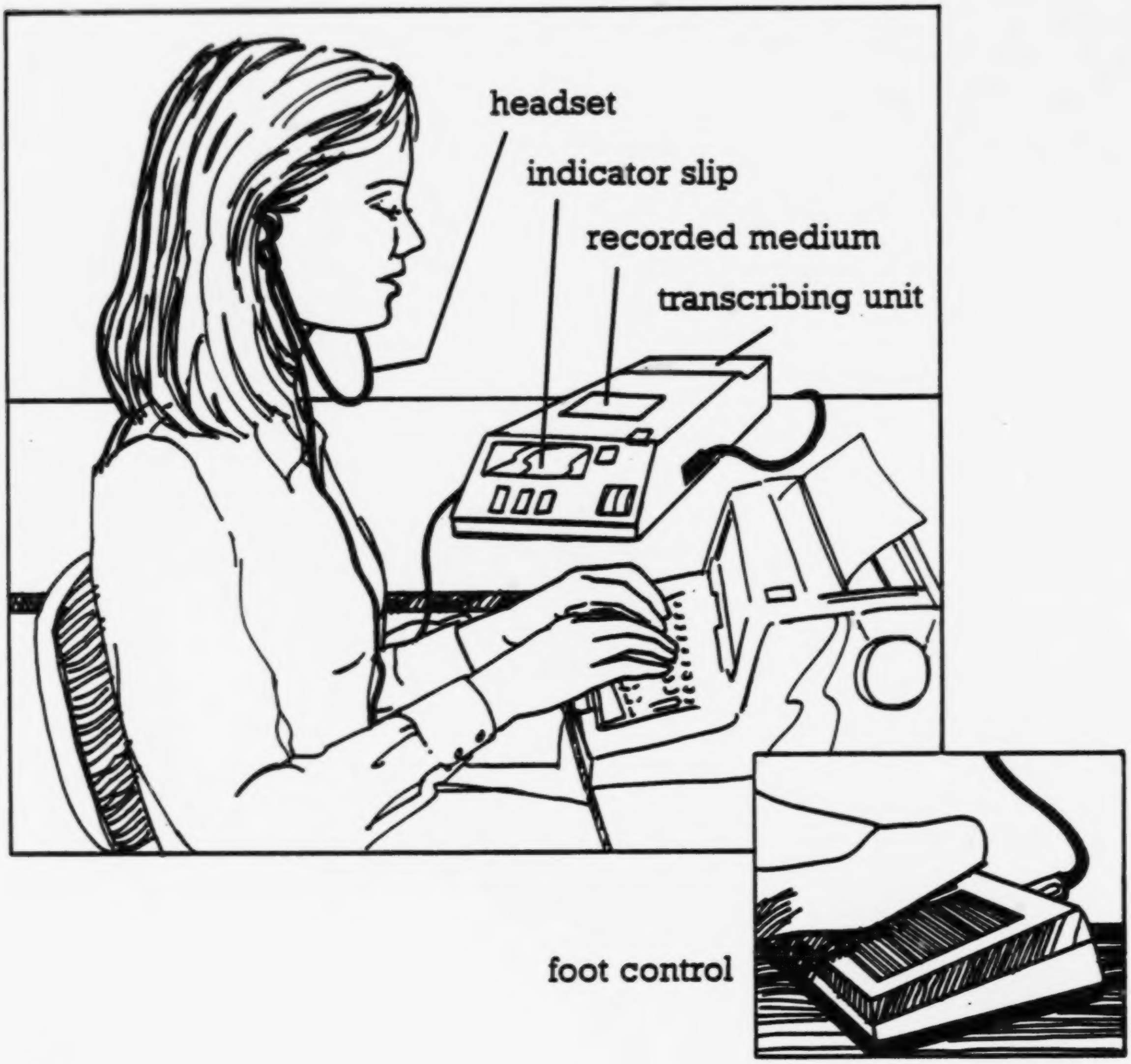
C. You must be able to spell correctly, divide words correctly, and know the meaning of words so you can select the proper form of a word.

D. Check word endings carefully as the dictator may not speak clearly.

E. Check verbs to determine whether the past tense should be used; the "ed" at the end of verbs is not always easy to hear.

F. Check subject-verb agreement; as the "s" at the end of a word is not always clear.

Parts of a Transcriber


headset
indicator slip
recorded medium
transcribing unit
foot control

ASSIGNMENT SHEET 1: Transcription Tape 1

Directions: Ask your instructor for Transcription Tape 1. Follow the directions given on the tape. Since punctuation and paragraphing are given, try to type a mailable copy of the letter the first time.

SCRIPT - Tape 1 (to be taped by the instructor)

This is Tape I for the transcribing unit. The tape will consist of four average-length letters. Because the purpose of this tape is to give you practice in using the "listen-stop-type" technique, punctuation and paragraphing will be given except for punctuation at the end of sentences.

All of the letters are from the Southern Building Company, James A. Turner, General Manager.

Some of the words that are frequently misspelled are given before each letter. Type each word three times before typing the letter.

Since punctuation and paragraphing are given, try to type a mailable copy of the letter the first time.

The spelling words for letter No. 1 are:

allotment - a l l o t m e n t

guaranteed - g u a r a n t e e d

freight - f r e i g h t

lading - l a d i n g

arrangement - a r r a n g e m e n t

agreeable - a g r e e a b l e

warehouse - w a r e h o u s e

immediate - i m m e d i a t e

economical - e c o n o m i c a l

handling - h a n d l i n g

pier - p i e r

site - s i t e

facilities - f a c i l i t i e s

Letter No. 1 is to Mr. Harold Patterson, that's H a r o l d P a t t e r s o n, 232 Garden Avenue, Charleston, SC. (You'll have to look up the zip.)

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Dear Mr. Patterson. The entire allotment of steel for our construction project at Charleston will leave Philadelphia tomorrow. It is guaranteed to arrive at Charleston by freight within six days. The bill of lading is enclosed. I hope this arrangement will be agreeable. Paragraph.

Please contact our warehouse manager in Charleston for immediate and economical handling from the pier to warehouse. If your storage facilities have been completed by that time comma direct delivery from the pier to the building site could be arranged. Yours very truly.

The spelling words for letter No. 2 are:

statistics - s t a t i s t i c s

increasingly - i n c r e a s i n g l y

easily - e a s i l y

consensus - c o n s e n s u s

extension - e x t e n s i o n

frequently - f r e q u e n t l y

probably - p r o b a b l y

representative - r e p r e s e n t a t i v e

conveniently - c o n v e n i e n t l y

Letter No. 2 is to Bell Telephone Company, 3871 North Oak, Warrensburg, MO.

Gentlemen. According to our statistics comma our total outgoing telephone calls are increasing at twice the rate of last year. We are finding it increasingly difficult to get a free outside line at any given time. Many of our clients complain that they cannot reach us easily. Paragraph.

It is the consensus of our entire staff that three or four more telephone lines should be installed at once. We would also like to provide additional dial extension phones for those of our staff who need to use the telephone frequently. This will probably require a larger switchboard than our present one. Paragraph.

Will you please have your representative call me for an appointment as soon as he can do so conveniently? Question Mark. Yours very truly.

The spelling words for letter No. 3 are:

expansions - expansions

intercom - intercom

inadequate - inadequate

occurred - occurred

survey - survey

alternative - alternative

catalog - catalog (Note that the preferred spelling for this is catalog.) (Another acceptable spelling is: catalogue - catalogue.)

quantity - quantity

This letter is to Standard Communications Company, 4220 Chestnut Street, Sedalia, MO.

Gentlemen. Because of recent expansions in our office staff comma we have found that our present intercom system is inadequate for our needs. Two possible solutions to this problem have occurred to us colon. One we might replace our present inadequate system. Two we may be able to improve our present facilities and expand them to meet the needs of our increased staff. Paragraph.

We would appreciate a survey by your customer engineers to determine which of these solutions is better. Perhaps they may be able to suggest some alternative. Paragraph.

Also comma we note in your latest catalog that your newest models are available in color. Please send us a schedule of the quantity prices on these models. Very truly yours.

The spelling words for letter No. 4 are:

friendly - friendly

received - received

consequently - consequently

whether - whether

inadvertently - inadvertently

delinquent - delinquent

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itemized - i t e m i z e d

discrepancy - d i s c r e p a n c y

adjustment - a d j u s t m e n t

immediately - i m m e d i a t e l y

definitely - d e f i n i t e l y

remittance - r e m i t t a n c e

Letter No. 4 is to Standard Products, Inc., 1218 Providence Road, Columbia, MO.

Gentlemen. This is a friendly reminder to let you know that we have not received your payment of $782.60 comma the balance of your account. Payment was due the first of last month. Paragraph.

Consequently comma we are wondering whether your check has been lost in the mail comma or whether we have inadvertently overlooked crediting your account. Is there another reason why your account is delinquent question mark. Paragraph.

So that you will know what our records show comma we are enclosing an itemized statement of your account. As you may notice comma the balance represents several purchases but no payments. Is there any discrepancy between your records and ours question mark. If we are at fault comma let us know so that we can make the necessary adjustment in our books. Paragraph.

If our statement is accurate comma please send a check immediately or tell us when we may expect your remittance. Paragraph. Yours very truly.

ASSIGNMENT SHEET 2: Transcription Tape 2

Directions: Ask your instructor for Transcription Tape 2. Follow the directions on the tape.

SCRIPT - TAPE 2 (to be taped by the instructor)

This tape will consist of 50 sentences to be transcribed. Some statements will be run-on sentences that will require either a semicolon or division into two sentences. You will be responsible for capitalization and punctuation. Number each sentence you type. If you do not type the sentence correctly on the first try, type a corrected copy before going on to the next sentence. Double space between sentences.

1. On my vacation through the South I will be visiting Atlanta Savannah Macon and Columbus in the state of Georgia.

2. However my trip will also include visits to the states of Florida Alabama Tennessee and Kentucky.

3. In order to confirm your tour reservations you must return the enclosed application form by Saturday February 3.

4. When we receive your application and a $50 deposit a detailed itinerary will be sent to you.

5. If you have any further questions regarding your travel arrangements please call or write any time prior to departure.

6. Thank you for allowing us to supply your printing needs for the current school year.

7. The enclosed contract which requires your signature must be returned to the superintendent's office before July 1 19__.

8. Thank you Mr. Morris for your recent estimate for repair to the heating ventilating and air conditioning system at Midway High School.

9. Since your estimate was the lowest one received I will recommend that your company be considered for the contract for this work.

10. You realize of course that the estimate must be approved by the Midway Board of Education before a contract can be awarded.

11. If you need an advance on your salary before leaving for vacation please send a written request to the Payroll Department at least a week before you leave.

12. Mr. Turner laughingly said Neither snow nor sleet nor hail will keep my secretary from coming to work but an argument with her boyfriend might.

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13. The things I like best about my supervisor are her cheerful attitude toward everyone her willingness to answer my questions and her patience in giving instructions.

14. Since the invitations were sent out with an incorrect date new invitations had to be sent to everyone on the list--at a cost of $250 I might add.

15. The principal was able to attend the meeting the superintendent however had another commitment and was unable to be there.

16. I expect to leave for my vacation on Sunday therefore I will be busy packing tomorrow.

17. Thank you for your order of October 17 we will process the order and ship it to you immediately.

18. Nancy Griffith (that's spelled G r i f f i t h) was selected by the Personnel Manager to work in the Payroll Department.

19. When the bus arrives we will go directly to the hotel if we get in before 5 p.m. we will go to dinner with you.

20. As soon as he returned from the workshop he prepared a detailed report.

21. Good study habits pay dividends for example they enable you to get more done in less time.

22. Janet has proved to be a conscientious efficient employee she will surely receive a promotion.

23. Our semiannual sale was a big success thank you all for working so hard to make it successful.

24. As a new employee Jane has the following duties filing delivering mail answering the telephone and typing.

25. Be sure to take a copy of your resume when you go on your job interview.

26. When I visited in your dealer showroom last week you demonstrated an electronic typewriter.

27. Please Mr. Johnson send us your check for $259.83 to cover your past-due account.

28. Don't be afraid to try new duties an employee who can manage a variety of duties is more valuable.

29. Please call the typewriter technician the left margin doesn't hold and the shift key sticks.

30. Turn to another station I want to hear the news.

31. Jim Williams the Public Relations Director of Midtown Hospital will give the program on the various services offered by the hospital.

32. Keep your desk organized you will be able to work more efficiently.

33. When composing a letter be sure to use the (quote) "you" (unquote) approach.

34. Proofread your work carefully before you take it out of the typewriter.

35. Jim Simmons (that's spelled S i m m o n s) will set up the display at Cole (that's spelled C o l e) County Shopping Mall next Wednesday.

36. You will be happy to learn that our Loan Department approved your request for $30,000.

37. As we discussed previously the loan will be secured by a mortgage on your property.

38. On behalf of the management and staff of Ruby Realty we wish you a Merry Christmas and happy holiday season.

39. As you requested our company has completed the appraisal of the property at 837 Park Drive in Springfield Missouri.

40. Advertising is a large portion of our budget and I believe television advertising would produce the desired results.

41. I have enclosed an estimate for television advertising please review it carefully and make comments.

42. Would you be interested in enrolling in a course that could earn you over $100 a week?

43. Thank you for submitting your estimate for remodeling my kitchen.

44. You are invited to a special sale on Wednesday February 16 from 4 to 6 p.m.

45. In about three months we will be moving our office to a new location on Spring Road.

46. We have a good reputation for service to our customers and we want to continue serving you.

47. As the enclosed brochure illustrates we have top-quality equipment.

48. If there is any way in which we can improve out service to you we will appreciate your advice.

49. Will you please let us know the number of reservations received for the banquet.

50. Because of the many requests we received from members of the community we will offer an adult education course on income tax.

ASSIGNMENT SHEET 3: Transcription Tape 3

Directions: Ask your instructor for Transcription Tape 3. Follow the directions on the tape. You are responsible for punctuation, spelling, and paragraphing.

SCRIPT - TAPE 3

This tape consists of two average-length letters and two memos. Both letters and memos are from: Robert R. Thompson, Office Manager. You are responsible for punctuation, spelling, and paragraphing.

Letter No. 1

Current Date

Mr. J. L. Haneford
Haneford Supply Co (or Company)
631 Old Mill Road
Higginsville MO 64037

Dear Mr. Haneford

Thank you for your explanation of the circumstances that have resulted in your inability to pay your account. Because of the nature of these circumstances we shall be glad to give you an extension of sixty days in which to meet your obligation. In general business activity throughout the nation is beginning to show considerable improvement. We are confident that it will be only a short time until your company will again be doing a satisfactory volume of business. When this occurs you will be able to meet the terms of our contract as you have in the past. If you need additional merchandise to meet this anticipated demand we shall be glad to give your orders the prompt attention they have always received in the past.

Sincerely yours

Robert R. Thompson
Office Manager

urs

Tape 3 Letter No. 2

Current Date

Mr. Robert T. Morris
2108 Benton Avenue
Riverton MO 65432

Dear Mr. Morris

According to our records you have not sent payment for the merchandise sent to you over two months ago. It may be that you have already sent us your check and our letters have crossed in the mail. If that is the case please disregard this letter. If you have not sent us your remittance I would appreciate your taking care of this matter immediately. A duplicate invoice is enclosed for your convenience.

Yours very truly

Robert R. Thompson
Office Manager

urs

Enclosure

Tape 3 Memo No. 1

TO: The Staff SUBJECT: Working Hours

FROM: Robert R. Thompson Office Manager DATE: Current

As a result of personal observation I find it necessary to remind the members of the staff of their obligations to conform to office working hours. You are expected to be at your desk promptly at 9 a.m. to apply yourself during working hours and to leave no earlier than 5 p.m. This memo of course is not addressed to every member of the staff the attendance of most employees is quite satisfactory. It is addressed however to those who frequently arrive late leave early for lunch return late and still have no difficulty leaving the office promptly at closing time. This attitude will be taken into account during the evaluation for annual salary increases. I am confident this matter will not have to be brought to your attention again.

urs

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Tape 3 Memo No. 2

TO:	All Secretaries	SUBJECT:	Taking and Delivering Telephone Messages
FROM:	Robert R. Thompson Office Manager	DATE:	Current

As part of your job you will make frequent use of the telephone to receive and deliver messages. Remember that what you say and how you say it gives the person to whom you are speaking an idea of the kind of person you are and the kind of company you represent. Be as courteous and efficient in your telephone conversations as you are in dealing with visitors. Answer your telephone promptly and pleasantly giving your name and the name of your department. If you are answering another person's telephone and the person is away from his/her desk ask the caller if there are any messages he/she would like to leave. If you take a message write it down carefully and accurately and be sure it reaches the person for whom it is intended.

urs

ASSIGNMENT SHEET 4: Optional Letters for Transcription

Directions: Ask your instructor for Transcription Tape 4. Follow the directions on the tape.

SCRIPT - TAPE 4

This tape consists of ten additional letters. Your instructor may ask you to transcribe all the letters or only some of them. All letters are from: Stephanie R. Colton, Manager. You are responsible for punctuation, spelling, and paragraphing.

Letter No. 1

Current Date

Mr. Frank S. Wood
Route 6
Wheaton, MO 64874

Dear Mr. Wood:

As an enthusiastic local retail merchant, I am confident of your concern in sales expansion through the attraction of more customers. What medium can best effect sales expansion? We recommend advertising in the Springfield Daily News. Approximately 250,000 people subscribe to this newspaper each year. While many of these individuals are already your customers, others are good prospects. To realize maximum benefits from advertising, it is desirable that a plan be designed especially for your business. We recommend that you consult Mrs. Helen Bond, our advertising expert, to work with you in the development of your plan. Coping successfully with increasing competition among those in the merchandising field requires dynamic advertising. Let us assist you in expanding sales at a moderate cost.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 2

Current Date

Mr. Robert M. Hamilton
589 Old Mill Creek Road
Washington, MO 63090

Dear Mr. Hamilton:

We always find it difficult to write a letter asking a customer to pay an overdue amount. This occasion is particularly difficult because we have been good friends for many years. We are fully aware that everyone experiences problems. It would appear that you are having financial difficulties at this time and are unable to pay your account in its entirety. If so, perhaps we can make special arrangements with you. We are in no position to assist you, however, unless we hear from you. You can maintain your company's good credit reputation by contacting us immediately. We shall then initiate a payment plan to assist you.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 3

Current Date

Mr. Robert H. Browning
776 Orchard Lane
Richland, MO 65556

Dear Mr. Browning:

We are delighted to inform you that your application for a personal life insurance policy with the General Life Insurance Company has been approved. The policy will be mailed from our Atlanta office and should reach you in approximately one week. When the policy arrives, we urge you to read it very carefully. Should any statement not be perfectly clear to you, please contact us by letter or telephone. Ms. Linda Henderson, our agent in your area, will gladly call upon you and clarify the points which you may not understand. A booklet describing our company's special services to policyholders will accompany your policy. You will, of course, want to be knowledgeable of these valuable services provided without charge. It is a pleasure to extend a hearty welcome to you as a new member of our rapidly growing insurance family.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 4

Current Date

Mr. Richard M. Johnson
18 Old Dexter Road
Parma, MO 63870

Dear Mr. Johnson:

Yesterday we received your request for bids on eight new compact automobiles. Are you aware of the various changes made this year in our compact model, the Spitfire? We now have a four-door model as well as the two-door model previously available. The four-door model provides a convenient option that is not available in the compact cars of several other automobile manufacturers. Factory air conditioning is another convenient option you can now obtain on the Spitfire. This will be an extremely desirable feature in view of the way you anticipate utilizing the vehicles. Mr. Johnson, I would surely like to demonstrate a Spitfire to you at your convenience. After you have driven one of these automobiles, I believe you will agree that it is far superior to most other compacts on the market today. Within the next several days, I shall telephone you to determine a definite time for your demonstration drive of the Spitfire.

Cordially yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 5

Current Date

Mrs. Carolyn T. Johnson
3786 Leawood Drive
Potosi, MO 63664

Dear Mrs. Johnson:

We thank you sincerely for the recommendation you provided regarding Esther Harrison. A total of 57 applications were submitted for the position of office manager with our company. Esther Harrison was among the most outstanding of those applying. When there are so many applicants, it is difficult to arrive at a decision. We are hopeful that Miss Harrison will adapt easily and well to her new job responsibilities, that she will experience professional and personal satisfaction, and that she will continue her enthusiasm for advancement to greater challenges. We are grateful for your assistance.

Sincerely,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 6

Current date

Mr. and Mrs. Myron F. Thompson
200 Laurel Drive
Princeton, MO 64673

Dear Mr. and Mrs. Thompson:

The listing of your property with the Hamilton Real Estate Agency is genuinely appreciated. As previously agreed, we shall begin showing the house immediately. As discussed in our initial conversation, our commission is 10 percent on the first $40,000 and 5 percent on the amount exceeding this figure. We understand your asking price is $75,000. While you can probably get the full $75,000 you are asking for the property, it is quite likely to take considerable time since financing has become increasingly difficult. If this information is inaccurate in any way, please contact us at once so that the necessary changes may be effected. We may be reached by telephone from 9 a.m. until 5 p.m. Monday through Friday. We are grateful for your patronage and hope to serve you well.

Sincerely,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 7

Current date

Mr. Donald S. Martin
4200 Pheasant Court
Conway, MO 65632

Dear Mr. Martin:

Nine months ago you contacted us requesting credit in the amount of $500. When you paid our first invoice prior to the date due, we assumed that you would remit promptly for later purchases. Our invoice of January 15 in the amount of $225 is now more than three months past due. Perhaps there has been some misunderstanding. We are especially troubled by your failure to write us. We sent you a personal letter on March 1 and were disappointed that you did not respond. Our usual practice at this point is to engage the service of an outside collection agency. It is our hope, however, that you value your good business relations with us and will promptly remit the overdue amount, $225. If we have not received remittance in full by one week from today, it will be our responsibility to instruct our credit manager to begin collection procedures. Please spare yourself and us this distasteful proceeding.

Very truly yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 8

Current Date

Great Plains Publishing Co., Inc.
400 Brunswick Building
Kansas City, MO 64052

Gentlemen:

Your assistance is requested in solving an annoying problem which has developed in my relationship with your book company. In April, 1985, I joined your book club and received four books for $1 available to all new members. The problem began in July when I received a bill for $45 for four books on investments by Howard Taylor. These books were neither ordered nor received. For three months I disregarded the bills, trusting that you would discover the error. Statements continued to arrive. Each was returned with an accompanying explanatory note. A notice from a collection agency appeared last month stating that my account was overdue and that I owed interest on the amount due. I am quite concerned about the effect this latest action will have on my good credit rating. Please protect my credit rating by seeing that the $45 charge is removed from my account.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 9

Current Date

Mrs. Betty N. Burkhardt
610 North Liberty Street
Mountain View, MO 65548

Dear Alumnus:

Loyal graduates of Southern Valley College often ask what they might do to assist the institution in its educational endeavors. Contributions to the Alumni Development Fund is the area in which assistance is most needed. The Southern Valley College Alumni Association is planning a three-day fund solicitation. The solicitation is scheduled to begin with a kickoff banquet at 6:30 p.m. on Tuesday, May 10, in the Rendezvous Room, Hotel Lincoln. Immediately following the meal, a brief orientation session will be held. Alumni will then assemble in the Concord Room to receive individual listings of names and telephone numbers of former students. Between the hours of 8 and 10 p.m., an effort will be made to contact these people. Needless to say, we are hopeful you will serve Southern Valley College by promoting contributions to the Alumni Development Fund.

Cordially yours,

Stephanie R. Colton
Manager

urs

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Tape 4 Letter No. 10

Current Date

Mr. Lloyd D. Jackson
3810 Macon Gravel Road
Carthage, MO 64836

Dear Mr. Jackson:

This letter is our invitation to you to become a member of the Universal Auto Club. As a special attraction, we are extending all our service, with the exception of insurance, to you without charge for four months. Advice in planning vacation trips is available from our travel department. Free maps and lists of hotel and motel accommodations along your route will be provided. You may seek road service along the route from garages listed with our club. In the event that the road service does not put your car into operation, towing service to a distance of 25 miles is provided. We trust, Mr. Jackson, that you will wish to become a regular member of the Universal Auto Club once you have experienced the quality and variety of service assured each member.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Unit IV - Transcribing from Shorthand Notes and/or Transcribing Machine
Lesson 1 - Using the Transcriber

ANSWERS TO ASSIGNMENT SHEET 1

Letter 1

allotment
guaranteed
freight
lading
arrangement
agreeable
warehouse
immediate
economical
handling
pier
site
facilities

Letter 2

statistics
increasingly
easily
consensus
extension
frequently
probably
representative
conveniently

Letter 3

expansions
intercom
inadequate
occurred
survey
alternative
catalog/catalogue
quantity

Letter 4

friendly
received
consequently
whether
inadvertently
delinquent
itemized
discrepancy
adjustment
immediately
definitely
remittance

Tape 1 Letter 1
(Letters are in Modified Block Style. Students may type them in the Block Style since no particular style was given.)

Current Date

Mr. Harold Patterson
232 Garden Avenue
Charleston, SC 29401

Dear Mr. Patterson:

The entire allotment of steel for our construction project at Charleston will leave Philadelphia tomorrow. It is guaranteed to arrive at Charleston by freight within six days. The bill of lading is enclosed. I hope this arrangement will be agreeable.

Please contact with our warehouse manager in Charleston for immediate and economical handling from the pier to the warehouse. If your storage facilities have been completed by that time, direct delivery from the pier to the building site could be arranged.

Yours very truly,

SOUTHERN BUILDING COMPANY

James A. Turner
General Manager

urs

Enclosure

Tape 1 Letter 2

Current Date

Bell Telephone Company
3871 North Oak
Warrensburg, MO 64093

Gentlemen:

According to our statistics, our total outgoing telephone calls are increasing at twice the rate of last year. We are finding it increasingly difficult to get a free outside line at any given time. Many of our clients complain that they cannot reach us easily.

It is the consensus of our entire staff that three or four more telephone lines should be installed at once. We would also like to provide additional dial extension phones for those of our staff who need to use the telephone frequently. This will probably require a larger switchboard than our present one.

Will you please have your representative call me for an appointment as soon as he can do so conveniently?

Yours very truly,

SOUTHERN BUILDING COMPANY

James A. Turner
General Manager

urs

447

Tape 1 Letter 3

Current Date

Standard Communications Company
4220 Chestnut Street
Sedalia, MO 65301

Gentlemen:

Because of recent expansions in our office staff, we have found that our present intercom system is inadequate for our needs. Two possible solutions to this problem have occurred to us:

1. We might replace our present inadequate system.
2. We may be able to improve our present facilities and expand them to meet the needs of our increased staff.

We would appreciate a survey by your customer engineers to determine which of these solutions is better. Perhaps they may be able to suggest some alternative.

Also, we note in your latest catalog (or catalogue) that your newest models are available in color. Please send us a schedule of the quantity prices on these models.

Very truly yours,

SOUTHERN BUILDING COMPANY

James A. Turner
General Manager

urs

Tape 1 Letter 4

Current Date

Standard Products, Inc.
1218 Providence Road
Columbia, MO 65202

Gentlemen:

This is a friendly reminder to let you know that we have not received your payment of $782.62, the balance of your account. Payment was due the first of last month.

Consequently, we are wondering whether your check has been lost in the mail, or whether we have inadvertently overlooked crediting your account. Is there another reason why your account is delinquent?

So that you will know what our records show, we are enclosing an itemized statement of your account. As you may notice, the balance represents several purchases but no payments. Is there any discrepancy between your records and ours? If we are at fault, let us know so that we can make the necessary adjustment in our books.

If our statement is accurate, please send us a check immediately or tell us definitely when we may expect your remittance.

Yours very truly,

SOUTHERN BUILDING COMPANY

James A. Turner
General Manager

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Enclosure

ANSWERS TO ASSIGNMENT SHEET 2

1. On my vacation through the South, I will be visiting Atlanta, Savannah, Macon, and Columbus in the state of Georgia.

2. However, my trip will also include visits to the states of Florida, Alabama, Tennessee, and Kentucky.

3. In order to confirm your tour reservations, you must return the enclosed application form by Saturday, February 3.

4. When we receive your application and a $50 deposit, a detailed itinerary will be sent to you.

5. If you have any further questions regarding your travel arrangements, please call or write any time prior to departure.

6. Thank you for allowing us to supply your printing needs for the current school year.

7. The enclosed contract, which requires your signature, must be returned to the superintendent's office before July 1, 19__.

8. Thank you, Mr. Morris, for your recent estimate for repair to the heating, ventilating, and air conditioning system at Midway High School.

9. Since your estimate was the lowest one received, I will recommend that your company be considered for the contract for this work.

10. You realize, of course, that the estimate must be approved by the Midway Board of Education before a contract can be awarded.

11. If you need an advance on your salary before leaving for vacation, please send a written request to the Payroll Department at least a week before you leave.

12. Mr. Turner laughingly said, "Neither snow nor sleet nor hail will keep my secretary from coming to work, but an argument with her boyfriend might."

13. The things I like best about my supervisor are her cheerful attitude toward everyone, her willingness to answer my questions, and her patience in giving instructions.

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19. When the bus arrives, we will go directly to the hotel; if we get in before 5 p.m., we will go to dinner with you.

20 As soon as he returned from the workshop, he prepared a detailed report.

21. Good study habits pay dividends; for example, they enable you to get more done in less time.

22. Janet has proved to be a conscientious, efficient employee. She will surely receive a promotion.

23. Our semiannual sale was a big success. Thank you all for working so hard to make it successful.

24. As a new employee, Jane has the following duties: filing, delivering mail, answering the telephone, and typing.

25. Be sure to take a copy of your resume when you go on your job interview.

26. When I visited in your dealer showroom last week, you demonstrated an electronic typewriter.

27. Please, Mr. Johnson, send us your check for $259.83 to cover your past-due account.

28. Don't be afraid to try new duties. An employee who can manage a variety of duties is more valuable.

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32. Keep your desk organized; you will be able to work more efficiently.

33. When composing a letter, be sure to use the "you" approach.

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35. Jim Simmons will set up the display at Cole County Shopping Mall next Wednesday.

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37. As we discussed previously, the loan will be secured by a mortgage on your property.

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40. Advertising is a large portion of our budget, and I believe television advertising would produce the desired results.

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49. Will you please let us know the number of reservations received for the banquet.

50. Because of the many requests we received from members of the community, we will offer an adult education course on income tax.

ANSWERS TO ASSIGNMENT SHEET 3

Tape 3 Letter No. 1

Current Date

Mr. J. L. Haneford
Haneford Supply Co. (or Company)
631 Old Mill Road
Higginsville, MO 64037

Dear Mr. Haneford:

Thank you for your explanation of the circumstances that have resulted in your inability to pay your account. Because of the nature of these circumstances, we shall be glad to give you an extension of sixty days in which to meet your obligation.

In general, business activity throughout the nation is beginning to show considerable improvement. We are confident that it will be only a short time until your company will again be doing a satisfactory volume of business. When this occurs, you will be able to meet the terms of our contract as you have in the past.

If you need additional merchandise to meet this anticipated demand, we shall be glad to give your orders the prompt attention they have always received in the past.

Sincerely yours,

Robert R. Thompson
Office Manager

urs

Tape 3 Letter No. 2

Current Date

Mr. Robert T. Morris
2108 Benton Avenue
Riverton, MO 65432

Dear Mr. Morris:

According to our records you have not sent payment for the merchandise sent to you over two months ago. It may be that you have already sent us your check, and our letters have crossed in the mail. If that is the case, please disregard this letter.

If you have not sent us your remittance, I would appreciate your taking care of this matter immediately.

A duplicate invoice is enclosed for your convenience.

Yours very truly,

Robert R. Thompson
Office Manager

urs

Enclosure

Tape 3 Memo No. 1

TO:	The Staff	SUBJECT:	Working Hours
FROM:	Robert R. Thompson, Office Manager	DATE:	Current

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This memo, of course, is not addressed to every member of the staff; (or.) the attendance of most employees is quite satisfactory. It is addressed, however, to those who frequently arrive late, leave early for lunch, return late, and still have no difficulty leaving the office promptly at closing time. This attitude will be taken into account during the evaluation for annual salary increases. I am confident this matter will not have to be brought to your attention again.

urs

Tape Memo No. 2

TO:	All Secretaries	SUBJECT:	Taking and Delivering Telephone Messages
FROM:	Robert R. Thompson, Office Manager	DATE:	Current

As part of your job, you will make frequent use of the telephone to receive and deliver messages. Remember that what you say and how you say it gives the person to whom you are speaking an idea of the kind of person you are and the kind of company you represent. Be as courteous and efficient in your telephone conversations as you are in dealing with visitors.

Answer your telephone promptly and pleasantly, giving your name and the name of your department. If you are answering another person's telephone and the person is away from his/her desk, ask the caller if there are any messages he/she would like to leave. If you take a message, write it down carefully and accurately, and be sure it reaches the person for whom it is intended.

urs

ANSWERS TO ASSIGNMENT SHEET 4

Tape 4 Letter No. 1

Current Date

Mr. Frank S. Wood
Route 6
Wheaton, MO 64874

Dear Mr. Wood:

As an enthusiastic local retail merchant, I am confident of your concern in sales expansion through the attraction of more customers. What medium can best effect sales expansion?

We recommend advertising in the _Springfield Daily News_. Approximately 250,000 people subscribe to this newspaper each year. While many of these individuals are already your customers, others are good prospects.

To realize maximum benefits from advertising, it is desirable that a plan be designed especially for your business. We recommend that you consult Mrs. Helen Bond, our advertising expert, to work with you in the development of your plan. Coping successfully with increasing competition among those in the merchandising field requires dynamic advertising. Let us assist you in expanding sales at a moderate cost.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 2

Current Date

Mr. Robert M. Hamilton
589 Old Mill Creek Road
Washington, MO 63090

Dear Mr. Hamilton:

We always find it difficult to write a letter asking a customer to pay an overdue amount. This occasion is particularly difficult because we have been good friends for many years.

We are fully aware that everyone experiences problems. It would appear that you are having financial difficulties at this time and are unable to pay your account in its entirety. If so, perhaps we can make special arrangements with you. We are in no position to assist you, however, unless we hear from you. You can maintain your company's good credit reputation by contacting us immediately. We shall then initiate a payment plan to assist you.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 3

Current Date

Mr. Robert H. Browning
776 Orchard Lane
Richland, MO 65556

Dear Mr. Browning:

We are delighted to inform you that your application for a personal life insurance policy with the General Life Insurance Company has been approved. The policy will be mailed from our Atlanta office and should reach you in approximately one week.

When the policy arrives, we urge you to read it very carefully. Should any statement not be perfectly clear to you, please contact us by letter or telephone. Ms. Linda Henderson, our agent in your area, will gladly call upon you and clarify the points which you may not understand. A booklet describing our company's special services to policyholders will accompany your policy. You will, of course, want to be knowledgeable of these valuable services provided without charge.

It is a pleasure to extend a hearty welcome to you as a new member of our rapidly growing insurance family.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 4

Current Date

Mr. Richard M. Johnson
18 Old Dexter Road
Parma, MO 63870

Dear Mr. Johnson:

Yesterday we received your request for bids on eight new compact automobiles. Are you aware of the various changes made this year in our compact model, the Spitfire?

We now have a four-door model as well as the two-door model previously available. The four-door model provides a convenient option that is not available in the compact cars of several other automobile manufacturers.

Factory air conditioning is another convenient option you can now obtain on the Spitfire. This will be an extremely desirable feature in view of the way you anticipate utilizing the vehicles.

Mr. Johnson, I would surely like to demonstrate a Spitfire to you at your convenience. After you have driven one of these automobiles, I believe you will agree that it is far superior to most other compacts on the market today. Within the next several days, I shall telephone you to determine a definite time for your demonstration drive of the Spitfire.

Cordially yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 5

Current date

Mrs. Carolyn T. Johnson
3786 Leawood Drive
Potosi, MO 63664

Dear Mrs. Johnson:

We thank you sincerely for the recommendation you provided regarding Esther Harrison. A total of 57 applications were submitted for the position of office manager with our company. Esther Harrison was among the most outstanding of those applying. When there are so many applicants, it is difficult to arrive at a decision.

We are hopeful that Miss Harrison will adapt easily and well to her new job responsibilities, that she will experience professional and personal satisfaction, and that she will continue her enthusiasm for advancement to greater challenges.

We are grateful for your assistance.

Sincerely,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 6

Current date

Mr. and Mrs. Myron F. Thompson
200 Laurel Drive
Princeton, MO 64673

Dear Mr. and Mrs. Thompson:

The listing of your property with the Hamilton Real Estate Agency is genuinely appreciated. As previously agreed, we shall begin showing the house immediately.

As discussed in our initial conversation, our commission is 10 percent on the first $40,000 and 5 percent on the amount exceeding this figure. We understand your asking price is $75,000. While you can probably get the full $75,000 you are asking for the property, it is quite likely to take considerable time since financing has become increasingly difficult.

If this information is inaccurate in any way, please contact us at once so that the necessary changes may be effected. We may be reached by telephone from 9 a.m. until 5 p.m. Monday through Friday.

We are grateful for your patronage and hope to serve you well.

Sincerely,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 7

Current date

Mr. Donald S. Martin
4200 Pheasant Court
Conway, MO 65632

Dear Mr. Martin:

Nine months ago you contacted us requesting credit in the amount of $500. When you paid our first invoice prior to the date due, we assumed that you would remit promptly for later purchases.

Our invoice of January 15 in the amount of $225 is now more than three months past due. Perhaps there has been some misunderstanding. We are especially troubled by your failure to write us.

We sent you a personal letter on March 1 and were disappointed that you did not respond. Our usual practice at this point is to engage the service of an outside collection agency. It is our hope, however, that you value your good business relations with us and will promptly remit the overdue amount, $225.

If we have not received remittance in full by one week from today, it will be our responsibility to instruct our credit manager to begin collection procedures. Please spare yourself and us this distasteful proceeding.

Very truly yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 8

Current Date

Great Plains Publishing Co., Inc.
4000 Brunswick Building
Kansas City, MO 64052

Gentlemen:

Your assistance is requested in solving an annoying problem which has developed in my relationship with your book company.

In April, 1985, I joined your book club and received four books for $1 available to all new members. The problem began in July when I received a bill for $45 for four books on investments by Howard Taylor. These books were neither ordered nor received.

For three months I disregarded the bills, trusting that you would discover the error. Statements continued to arrive. Each was returned with an accompanying explanatory note. A notice from a collection agency appeared last month stating that my account was overdue and that I owed interest on the amount due. I am quite concerned about the effect this latest action will have on my good credit rating.

Please protect my credit rating by seeing that the $45 charge is removed from my account.

Sincerely yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 9

Current Date

Mrs. Betty N. Burkhardt
610 North Liberty Street
Mountain View, MO 65548

Dear Alumnus:

Loyal graduates of Southern Valley College often ask what they might do to assist the institution in its educational endeavors. Contributions to the Alumni Development Fund is the area in which assistance is most needed.

The Southern Valley College Alumni Association is planning a three-day fund solicitation. The solicitation is scheduled to begin with a kickoff banquet at 6:30 p.m. on Tuesday, May 10, in the Rendezvous Room, Hotel Lincoln. Immediately following the meal, a brief orientation session will be held. Alumni will then assemble in the Concord Room to receive individual listings of names and telephone numbers of former students. Between the hours of 8 and 10 p.m. an effort will be made to contact these people.

Needless to say, we are hopeful you will serve Southern Valley College by promoting contributions to the Alumni Development Fund.

Cordially yours,

Stephanie R. Colton
Manager

urs

Tape 4 Letter No. 10

Current Date

Mr. Lloyd D. Jackson
3810 Macon Gravel Road
Carthage, MO 64836

Dear Mr. Jackson:

This letter is our invitation to you to become a member of the Universal Auto Club. As a special attraction, we are extending all our service, with the exception of insurance to you without charge for four months.

Advice in planning vacation trips is available from our travel department. Free maps and lists of hotel and motel accommodations along your route will be provided.

You may seek road service along the route from garages listed with our club. In the event that the road service does not put your car into operation, towing service to a distance of 25 miles is provided.

We trust, Mr. Jackson, that you will wish to become a regular member of the Universal Auto Club once you have experienced the quality and variety of service assured each member.

Sincerely yours,

Stephanie R. Colton
Manager

urs

POSTTEST 1

Directions: Ask your instructor for Posttest Tape 1. Follow the directions on the tape.

POSTTEST I SCRIPT

Directions: This is Test Tape 1 for the Transcribing Unit. This tape consists of two average-length letters. You are responsible for punctuation, spelling, and paragraphing. Since there is a forty-five minute time limit for the completion of this tape, let the instructor know when you are ready to begin transcribing so timing may begin.

Current Date

Mrs. Jane Stewart
803 Hunter Ave.
Poplar Bluff MO 63901

Dear Mrs. Stewart

You have a special invitation to attend our grand opening the week of May 11 through 16. During this week our sales personnel will be giving demonstrations of our newest computers electronic calculators copy machines and electronic typewriters. The enclosed brochure will give you an idea of the variety of business equipment we will be handling in our new store. During our grand opening the store will be open from 9 a.m. to 9 p.m. Monday through Saturday. If you decide to purchase a piece of equipment during our grand opening present this letter at the time of purchase and you will receive a 10 percent discount on the price of the equipment. Modern equipment convenient store hours courteous sales personnel and money-saving prices make this grand opening one you cant afford to miss.

Sincerely yours

PLAZA OFFICE EQUIPMENT

John Brooks Manager

urs

Enclosure

Current Date

Mrs. Susan Wright
1316 Magnolia Dr
Joplin MO 64801

Dear Mrs. Wright

Because you are a regular customer of Rainbow Fashions we would like to offer you the convenience of our credit services. With our new credit card you may make purchases up to $300. You will receive a monthly statement showing the items you purchased and exactly how much you paid for each item. You can be wearing these items while you are paying for them. If you pay for your purchases within 30 days there is no finance charge. We invite you to shop around and compare our credit services with those of other stores in the area. When you do we feel you will want to charge all your clothing purchases at Rainbow Fashions. Just return the enclosed application form to apply for your credit card.

Cordially yours,

Bonnie Marks Manager

urs

Enclosure

POSTTEST 2

Directions: Ask your instructor for Posttest Tape 2. Follow the directions on the tape.

POSTTEST 2 SCRIPT

Directions: This is Test Tape 2 for the Transcribing Unit. This tape will consist of two average-length letters. You are responsible for paragraphing, spelling, and punctuation. This tape is to be timed. Let your instructor know when you begin the tape and again when you have completed the tape.

Current Date

Mr. Donald J. Anderson
District Manager
Rankin Manufacturing Co
316 Spring St
Atlanta GA 30308

Dear Mr. Anderson:

Thank you for your assistance in making plans for our next sales and promotion conference. I am sure that the meeting this year will be of special interest to everyone in our organization and that great benefits will result from our discussion. Will you please prepare copies of the enclosed announcement and distribute them to the staff. It may be advisable for you to make a larger copy in attractive style and display it prominently on a bulletin board. If you have any specific questions or additional suggestions relating to our forthcoming conference please get in touch with me.

Very sincerely yours

Robert R. Rankin
President

urs

Enclosure

Current Date

Central Savings Society
129 West Broadway
Lufkin TX 75901

Gentlemen:

As you know it is important for your company to create a favorable first impression. Therefore first impressions are as important for business letters as they are for people. Your typist often creates that important first impression others get of your company. A complimentary copy of our new illustrated booklet Modern Business Correspondence is on its way to you. You will find this booklet a handy and useful reference. It answers those questions typists often ask about letter arrangement. After you have had an opportunity to examine this new booklet I am sure you will want to order a copy for each of your typists. If you will drop the enclosed card in the mail, our representative will call to explain our special quantity discount. Send the card today. I am sure you will be glad you did.

Sincerely yours

William A. Clark
President

urs

Enclosure

(Paragraphing may vary)

POSTTEST 1 KEY

Current Date

Mrs. Jane Stewart
803 Hunter Ave.
Poplar Bluff, MO 63901

Dear Mrs. Stewart:

You have a special invitation to attend our grand opening the week of May 11 through 16. During this week our sales personnel will be giving demonstrations of our newest computers, electronic calculators, copy machines, and electronic typewriters.

The enclosed brochure will give you an idea of the variety of business equipment we will be handling in our new store. During our grand opening the store will be open from 9 a.m. to 9 p.m. Monday through Saturday. If you decide to purchase a piece of equipment during our grand opening, present this letter at the time of purchase and you will receive a 10 percent discount on the price of the equipment.

Modern equipment, convenient store hours, courteous sales personnel, and money-saving prices make this grand opening one you can't afford to miss.

Sincerely yours,

PLAZA OFFICE EQUIPMENT

John Brooks, Manager

urs

Enclosure

(Paragraphing may vary)

Current Date

Mrs. Susan Wright
1316 Magnolia Dr.
Joplin, MO 64801

Dear Mrs. Wright:

Because you are a regular customer of Rainbow Fashions, we would like to offer you the convenience of our credit services. With our new credit card, you may make purchases up to $300. You will receive a monthly statement showing the items you purchased and exactly how much you paid for each item. You can be wearing these items while you are paying for them.

If you pay for your purchases within 30 days, there is no finance charge. We invite you to shop around and compare our credit services with those of other stores in the area. When you do, we feel you will want to charge all your clothing purchases at Rainbow Fashions. Just return the enclosed application form to apply for your credit card.

Cordially yours,

Bonnie Marks, Manager

urs

Enclosure

(Paragraphing may vary)

POSTTEST 2 KEY

Current Date

Mr. Donald J. Anderson
District Manager
Rankin Manufacturing Co.
316 Spring St.
Atlanta, GA 30308

Dear Mr. Anderson:

Thank you for your assistance in making plans for our next sales and promotion conference. I am sure that the meeting this year will be of special interest to everyone in our organization and that great benefits will result from our discussion.

Will you please prepare copies of the enclosed announcement and distribute them to the staff. It may be advisable for you to make a larger copy in attractive style and display it prominently on a bulletin board. If you have any specific questions or additional suggestions relating to our forthcoming conference, please get in touch with me.

Very sincerely yours,

Robert R. Rankin, President

urs

Enclosure

(Paragraphing may vary)

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Central Savings Society
129 West Broadway
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Gentlemen:

As you know, it is important for your company to create a favorable first impression. Therefore, first impressions are as important for business letters as they are for people. Your typist often creates that important first impression others get of your company.

A complimentary copy of our new illustrated booklet, Modern Business Correspondence, is on its way to you. You will find this booklet a handy and useful reference. It answers those questions typists often ask about letter arrangement. After you have had an opportunity to examine this new booklet, I am sure you will want to order a copy for each of your typists.

If you will drop the enclosed card in the mail, our representative will call to explain our special quantity discount. Send the card today. I am sure you will be glad you did.

Sincerely yours,

William A. Clark
President

urs

Enclosure

(Paragraphing may vary)

Unit IV - Transcribing from Shorthand Notes and/or Transcribing Machine
Lesson 2 - Office-Style Dictation

LESSON OBJECTIVE

Given office style dictation, the student will type 2 average-length letters in mailable form within 30 minutes. (Optional)

SUGGESTED ACTIVITIES

I. Instructor

  A. Distribute and discuss objectives and information sheet.

  B. Dictate the four letters described in the assignment sheets. Evaluate.

  C. Complete other activities suggested on the next page in the "Notes to Instructor" section if students need more practice.

  D. Dictate the letter for Posttest 1. Evaluate.

  E. If student's first product is not mailable, dictate the letter for Posttest 2. Evaluate.

II. Student

  A. Discuss mailability.

  B. Take dictation for letters given by instructor in reply to situations presented on all four assignment sheets. All letters must be mailable.

  C. Complete Posttest 1.

  D. If Posttest 1 is not satisfactory, take Posttest 2. All letters must be mailable.

INSTRUCTIONAL MATERIALS

I. Objective Sheet

II. Information Sheet

III. Assignment Sheets and Answers

  A. AS 1: Yes or No
  B. AS 2: Letter of Recommendation
  C. AS 3: Business Courses at My School
  D. AS 4: Replying to a Letter of Inquiry

IV. Posttests and Keys

A. This unit should be taught during the second semester, following practice in transcribing from shorthand notes at given speeds.

B. Students should be made aware that letters must be mailable on the first try if they are to receive credit.

C. Students should understand that there is no "key" and they may use their own wording to make the letter mailable if they do not get every word of the dictation.

D. The instructor should "outline" the letter to be dictated but not write it word for word or memorize the dictation. The letter should be "office-style" and contain spurts and deletions, etc.

E. The instructor should give at least two letters for each dictation, as this is what often occurs in the office.

F. The instructor should give the address or inform the student where to find the address.

G. If possible, the instructor might use actual situations and dictate letters that will actually be mailed. This makes the student more conscious of "mailability."

H. If other teachers have letters to be dictated and a time schedule can be arranged, it is a good idea to give students an opportunity to take dictation from someone else.

I. Other suggested letters to be dictated:

   1. Dictate a letter to one of your textbook representatives requesting an examination copy of a textbook or practice set you would like to have. Use your name for the signature. You might actually mail this letter. Select one of the letters that is mailable and have the student who typed it address the envelope to go with it. Explain that she/he typed the letter that you will be mailing. This makes the student proud of the work done.

   2. Dictate a "thank you" letter to someone who was a guest speaker for your class or an FBLA meeting.

   3. Dictate a letter requesting room reservations for yourself and another teacher for the summer MVA Conference.

   4. Dictate a letter to the Personnel Manager (find out the name or use a fictitious name) of a local business requesting information about their employment procedures,

such as necessary qualifications, business machines used, if shorthand is a requirement, and whether or not applicants are tested.

5. Write letters to local business machine dealers requesting information regarding transcribing units--kinds available and school prices. Request a demonstration at a given time.

6. Write a similar letter for information about computers and word processing programs available.

7. Dictate a memo to FBLA members about the time and place of the next meeting. Mention the guest speaker and the fact that it is a formal meeting.

8. Dictate a letter to a local businessperson requesting that she/he be a guest speaker at one of your FBLA meetings.

9. Write to a local company requesting a guided tour for your class or FBLA members. Explain about numbers involved and the time limit for your class.

10. Assume the identity of the person to whom each of the following letters (Assignment Sheets 1-4) is addressed. Answer the letters.

INFORMATION SHEET

1. When called for dictation, have notebook and several pens available.

2. Write down one side of the notebook only, saving the other side for special notations on mailing or for changes dictated by the employer.

3. If there are questions while taking dictation one-to-one, stop the dictator at a convenient place and ASK!

4. Always check the accuracy of names and addresses.

5. Check the correspondence for accuracy in this manner:

   A. If spelling is not given, check the spelling of proper nouns.

   B. Never type anything that does not make sense.

   C. You must be able to spell correctly, divide words correctly, and know the meaning of words so you can select the proper form of a word.

   D. Check word endings carefully as the dictator may not speak clearly.

   E. Check verbs to determine whether the past tense should be used; the "ed" at the end of verbs is not always easy to hear.

   F. Check subject-verb agreement as the "s" at the end of a word is not always clear.

ASSIGNMENT SHEET 1: Yes or No?

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

ASSIGNMENT SHEET 1: Yes or No?

FOR INSTRUCTORS ONLY: As Harry Martin, dictate an answer to this letter --either "yes" or "no." (For more realistic office-style dictation, you might give the student a copy of this letter.)

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

May 4, 19__

Mr. Harry Martin, Manager
J. C. Penney Company
Battlefield Mall
Springfield, MO 65804

Dear Mr. Martin:

Several FBLA members heard your presentation at the Free Enterprise Day earlier this year. They were very impressed with your message and the way you delivered it.

We would like to extend an invitation to you to be the guest speaker at our FBLA Banquet on Thursday, May 17. It will be held at the Ramada Inn at 6:30 p.m.

We can offer you an honorarium of $100. Please let us know within the next week if you will speak at this event. We look forward to hearing from you.

Sincerely yours,

Tammy Hahs
Banquet Chairman

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ASSIGNMENT SHEET 2: Letter of Recommendation

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

ASSIGNMENT SHEET 2: Letter of Recommendation

FOR INSTRUCTORS ONLY: Dictate the requested letter of recommendation to your CTA president.

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

3832 North Boulevard
Your Town, MO 00000
Current Date

Ms. Your Name
Office Practice Instructor
Your High School
Your Town, MO 00000

Dear Ms. __________:

Because your class was one in which I gained the background for the courses I am now taking at Northeast Missouri State University, I am calling on you for help as I did so often while I was your student.

I am enrolled in the two-year secretarial program fulltime, and I am working in an office on the campus approximately 20 hours each week. Because of my school schedule, I do not feel that I can work additional hours; and I need additional financial help to continue my education. A scholarship for tuition and incidental fees for one year is being offered by the CTA of Your Town High School. I have applied for this scholarship.

Would you please write a letter of recommendation to the president of the CTA indicating my work habits and attitude while a student in your class.

According to the information in the application, selection of the scholarship recipient will be based on financial need, work/study attitudes, and grades.

I would appreciate your recommendation, for I feel that your evaluation would carry considerable weight with the Scholarship Committee.

Sincerely yours,

Good Former Student

ASSIGNMENT SHEET 3: Business Courses at My School

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

ASSIGNMENT SHEET 3: Business Courses at My School

FOR INSTRUCTORS ONLY: Answer this letter with information that would apply to your school.

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

2004 Donna Lane
Herculaneum, MO 63048
May 16, 19__

Ms. Office Practice Teacher
Your High School
Your Town, MO 00000

Dear Ms. Teacher:

Your name was given to me as a source of information about business courses available for adults. As a recent high school graduate, I am interested in training for an office-related position.

Although I took typing in high school, I have had no other business courses.

Would you please send me information about business courses that can be taken during the day at your school. Also, please let me know the cost of the course and the length of time required to complete the course.

Sincerely yours,

Tammy Reynolds

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ASSIGNMENT SHEET 4: Replying to a Letter of Inquiry

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

ASSIGNMENT SHEET 4: Replying to a Letter of Inquiry

FOR INSTRUCTORS ONLY: Dictate a reply to this letter.

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

2004 Donna Lane
Trenton, MO 64683
May 16, 19__

Ms. Office Practice Teacher
Your High School
Your Town, MO 00000

Dear Ms. Teacher:

After completing your office technology/word processing class four years ago, I have been working in a local financial institution. I am quite happy in this position and have received two promotions while on the job.

Unfortunately, I will have to leave this position and move to another state with my husband.

In order to be better qualified for other positions, I would like to take the CPS Examination. Would you please send me information regarding areas covered on the test, how to apply to take the test, the cost of the test, and locations for taking the test.

Thank you for all your help.

Sincerely yours,

Tammy Reynolds

POSTTEST 1

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

POSTTEST 1

FOR INSTRUCTORS ONLY: Answer this letter. Provide a company name. Assume you are voting 100 shares. You may vote to re-elect Donald Anderson or to elect John L. Martin.

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

May 18, 19__

Mr. Ronald Lane
1209 Oak Avenue
Farmington, MO 63640

Dear Mr. Lane:

SUBJECT: STOCKHOLDERS MEETING

You are invited to attend a special stockholders meeting on December 3, 19__. Further information about the meeting is included in the enclosed brochure.

As one of our stockholders, we encourage you to attend the meeting. If you cannot come, please sign and return the enclosed proxy. Please mark your choice for the next chairman of the board. If we do not receive this information, your proxy vote cannot be cast.

Please return this information to us at least one week before the meeting.

Sincerely yours,

Donald Anderson
Chairman of the Board

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Enclosure

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POSTTEST 2

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

POSTTEST 2

FOR INSTRUCTORS ONLY: Answer this letter giving information about the MBEA, MVA, AVA, NBEA, and your district business education association.

Directions for Students: Take shorthand notes for the letter that will be dictated by your teacher and type the letter in mailable form. It must be mailable on your first try in order to receive full credit.

May 18, 19__

Mr. Charles A. Newman
P.O. Box 480
Jefferson City, MO 65102

Dear Mr. Newman:

As director of Business and Office Education for the state of Missouri, you might be able to answer some questions regarding professional organizations for business teachers.

I will be moving to Missouri this summer and hope to begin teaching in the fall. I realize that membership in professional organizations will help me make contacts with other business teachers, in addition to keeping me up to date with the latest trends in business education.

Please send me any information you might have about professional organizations that I might join before moving to Missouri.

Sincerely yours,

New Business Teacher

tlh

POSTTEST 1 KEY

May 18, 19__

Mr. Ronald Lane
1209 Oak Avenue
Farmington, MO 63640

Dear Mr. Lane:

SUBJECT: STOCKHOLDERS MEETING

You are invited to attend a special stockholders meeting on December 3, 19__. Further information about the meeting is included in the enclosed brochure.

As one of our stockholders, we encourage you to attend the meeting. If you cannot come, please sign and return the enclosed proxy. Please mark your choice for the next chairman of the board. If we do not receive this information, your proxy vote cannot be cast.

Please return this information to us at least one week before the meeting.

Sincerely yours,

Donald Anderson
Chairman of the Board

aca

Enclosure

Unit IV - Transcribing from Shorthand Notes and/or Transcribing Machine
Lesson 2 - Office-Style Dictation

POSTTEST 2 KEY

May 18, 19__

Mr. Charles A. Newman
P.O. Box 480
Jefferson City, MO 65102

Dear Mr. Newman:

As director of Business and Office Education for the state of Missouri, you might be able to answer some questions regarding professional organizations for business teachers.

I will be moving to Missouri this summer and hope to begin teaching in the fall. I realize that membership in professional organizations will help me make contacts with other business teachers, in addition to keeping me up to date with the latest trends in business education.

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Sincerely yours,

New Business Teacher

tlh